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ABSTRACT

Described are 28 special education exemplary programs and 34 programs that have been adapted for use with the handicapped. It is explained that each has been reviewed and validated as exemplary by the Joint Dissemination Review Panel of the U.S. Department of Health, Education, and Welfare. Arranged alphabetically by project name, listings include information on the following topics: descriptors, target audience, description of the project, assurances/claims, implementation requirements, financial requirements, services available, and name and address of a contact person. (CL)

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exemplary programs in special education

national diffusion network

EC 112 325

Wilson Riles, California State Superintendent of Public Instruction, 1978

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introduction

The Exemplary Programs Service of the California State Department of Education is pleased to present the first edition of the National Diffusion Network Special Education exemplary programs minicatalog. The document offers for consideration by California schools successful strategies and techniques for working with handicapped children and youth.

Many of the programs contained in this collection address issues of particular interest to schools that are implementing the California Master Plan for Special Education as well as PL 94-142. The reader should take special note of the various programs that contain required components such as those relating to serving the severely handicapped, individualized educational plans, least restrictive environment or mainstreaming, parent participation, staff development, or program evaluation.

The National Diffusion Network (NDN) is a nationwide system established by the U.S. Office of Education to disseminate information about exemplary programs that have been proven educationally effective, cost effective, and transportable. All of the programs have been reviewed and validated as exemplary by the Joint Dissemination Review Panel of the U.S. Department of Health, Education, and Welfare.

The purpose of the National Diffusion Network is to help match the needs of local schools and districts with available, effective programs. As the state agent or facilitator for the network, the California State Department of Education has established an Exemplary Programs Service to help school districts choose and adopt appropriate National Diffusion Network programs. Once a school district chooses an appropriate program, the Exemplary Programs Service provides part or all of the funds to train district staff in using the program and adapting it to local needs.

Although the quality of all National Diffusion Network programs has been validated, not all have been funded for dissemination. For information on program availability, the reader should look under the section entitled "Services Available" in each of the program descriptions.

The programs in this minicatalog were selected from the National Diffusion Network catalog, *Educational Programs That Work*, Volume IV, which was prepared for the U.S. Office of Education by the Far West Laboratory for Educational Research and Development. The contents of the publication do not necessarily reflect the views or policies of the California State Department of Education or of the U.S. Office of Education; nor does mention of trade names, commercial products, or organizations imply endorsement by the California State Department of Education or the United States Government.

The National Diffusion Network Special Education exemplary programs minicatalog is organized in two sections. Section I contains programs originally developed for use with handicapped students, and Section II includes programs not originally developed for the handicapped but which have been reported successfully adapted for that purpose.

Anyone who wishes to obtain further information about National Diffusion Network programs should contact either of the following offices:

Special Education Office
State Department of Education
721 Capitol Mall,
Sacramento, CA 95814
(916) 445-4036

Exemplary Programs Service,
State Department of Education
721 Capitol Mall,
Sacramento, CA 95814
(916) 322-6797

2—77350

section I

special education exemplary programs

PROJECT ACTIVE: All Children Totally Involved Exercising

descriptors

Physical Education
Individualized Instruction
Handicapped Children

target audience

Handicapped students and students of all abilities, pre-K through 12 -- a comprehensive individualized physical education program; and physical educators, special educators, recreation teachers, teacher aides, parents, and others working with the handicapped -- a teacher-training program.

description

A diagnostic-prescriptive physical education program that provides teachers with the skills, strategies, and attitudes necessary to initiate a physical-activity program for handicapped individuals.

Project ACTIVE has been developed to serve handicapped individuals, but is equally applicable to slow learners and normal and gifted children. ACTIVE offers: (1) a training program to provide teachers with those skills/strategies necessary to implement an adapted physical education program; (2) diagnostic-prescriptive curriculum manuals and materials addressed to the entire gamut of handicapped conditions; and (3) consultant services to assist implementers during the installation phase. Program strengths include: (1) extreme flexibility for adoption/adaptation; (2) a total curriculum package that can be implemented immediately at minimal cost; (3) compliance with the federal mandate requiring "written education programs for the handicapped population"; (4) the provision of unlimited support services (at no cost) to enhance successful implementation; and (5) accountability features to enhance administrator/community support. Student instruction is based on individualized-personalized teaching/learning strategies. Teacher training utilizes a competency-based instruction format (i.e., the program is structured to ensure that the trainees acquire the skills, knowledges, and attitudes stressed), with emphasis on trainee exposure to handicapped individuals in a field setting. Participants are trained to diagnose and assess pupil strengths and deficiencies, and to prescribe motor, perceptual-motor, and physical fitness tasks accordingly.

Facilities/Installation: No special facilities are required. Comprehensive programs can be initiated in very limited space. A 30'x60' area removed from other teaching stations would be ideal. If P.E. equipment is available, cost per school varies from $50 to $300. Commitment: District commitment includes: implementation of at least one aspect of the ACTIVE Program in three or more classes that meet for three 20-minute periods per week for one year; the provision of the time necessary for the trainee to train at least one staff member; and pre-post data submissions to the project.

assurances/claims

Teachers: Eighty trained in 1973-74 pre- and posttested (Teacher Cognitive-Psychomotor Test); 80% mastery on 25 competencies. Students: In 1973-74, matched experimental and control groups pre- and posttested over a six-month period (Township of Ocean Motor Ability Test); experimental groups' performance comparable to normal students'; control-group gains minimal.

implementation requirements

Program installation is extremely flexible. The program may be implemented in one class, a school, or an entire district. Seven discrete curriculum components enable the district/agency to adapt the program to students with varying abilities in grades pre-K through 12. Training programs are adapted to comply with the needs of the teachers and schools. Existing personnel can be used to obviate the need for additional staff (e.g., by inclusion of the ACTIVE program in the special education curriculum, or use of team teaching approach). Instructional facilities may vary from 30'x30' to 30'x60'.

financial requirements

Complete training model kit (nine manuals, two filmstrips, and two packets of spirit masters), $56.50. (Kit manuals provide guidelines for planning an individualized-personalized physical education program for students with any type of handicap. Other supplementary manuals are available. Unit orders available; must be prepaid.) Installation costs are minimal. Personnel can be reassigned. Regular P.E. equipment can be used.

services available

An NDN-funded Developer/Demonstrator project. This project also receives Title IV-C funds for dissemination.

Awareness materials are available at no charge. Visitors are welcome at demonstration sites in project state and other states (notify two weeks in advance). Training is conducted at the project site (adopting site must cover visitation costs). Training is also conducted out-of-state (exemplary project staff travel and room/board costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid). Adopter districts are provided extensive follow-up services at no cost.

contact

Thomas M. Vodola, Director; Project ACTIVE; Township of Ocean School District; Ocean Township Elementary School; Dow Ave.; Oakhurst, NJ 07755. (201) 531-6600, ext. 365.

Developmental Funding: USOE Title III USOE JDRP No. 74-97 Approved: 9/18/74

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PROJECT

CENTRAL INSTITUTE FOR THE DEAF EARLY EDUCATION PROJECT

descriptors

Parent Education
Early Childhood Education
Deaf

target audience

Families and their children under four years of age who are diagnosed or strongly suspected to have educationally significant hearing impairments.

description

A project aimed at helping parents provide an environment that will stimulate language development in their young hearing-impaired children.

The core of the program consists of weekly individual sessions in a Home Demonstration Center. The sessions are parent-oriented so that families may realize their primary reponsibility in the language development of their child. Sessions are individualized so that the program developed is the most appropriate for each family and child. They are held in a home-like setting that focuses on typical daily household activities. This setting and focus aid parents in learning strategies and techniques suitable for use in their own homes. Emphasis is on helping parents to provide a learning environment which takes into account the child's impaired auditory ability.

Regular audiometric evaluations are conducted by staff audiologists. Since all hearing-impaired children have some residual hearing, early amplification combined with auditory training,can significantly affect the child's acquisition of speech and language. Therefore, amplification is provided in order to maximize the infant's use of his or her residual hearing. The Early Education Project or Clinic may lend the child an aid, followed by a careful period of observation and retesting prior to recommending a specific aid for purchase.

Parent group meetings are an integral part of the program. They include group discussion meetings, which allow parents to explore their feelings and share their problems and solutions with other parents, as well as more didactic meetings. These respond to the need of parents for current, accurate, scientific information.

Children over two are enrolled in short nursery class sessions, taught by a teacher of the deaf who is trained in early childhood education. Parent participation is an important part of these classes. Emphasis is on the development of social and behavioral skills in preparation for preschool. Activities are designed to provide children with opportunities for social-communicative interaction, paving the way for verbal interaction.

assurances/claims

The mean ratings of language ability of children who have been through the Early Education Project differ reliably from those of children who have not been through the program, and the scores increase consistently and reliably throughout all age ranges from 4 to 6 years. The steady increase in communication skill was measured using the Scales of Early Communication Skills.

implementation requirements

A Home Demonstration Center or a small apartment (rooms in existing facility that can be converted into an apartment). A trained teacher of the deaf with additional specialization in early childhood education. Access to support services including audiologic, psychometric, follow-up educational services.

financial requirements

The original non-recurring installation costs total $4,335 per pupil. However, the per pupil cost in subsequent years is estimated at $1,725 (taken from 1977-78). Costs taken into consideration include staff, training, equipment, consumables, salaries, and indirect costs.

services available

No special network funding supports this project's dissemination efforts.

This is a non-profit agency; some support comes from United Way. Materials describing the program are available at cost. These include video-tapes, slide cassettes, and printed material. Training is conducted at the project site (adopting site pays its own costs). Project staff can attend out-of-state conferences (expenses must be subsidized). Visitors are welcome by appointment.

contact

Audrey Simmons-Martin, Director; Early Education; Central Institute for the Deaf; 818 S. Euclid; St. Louis, MO 63110. (314) 652-3200.

Developmental Funding: USOE BEH USOE JDRP No.: 77-158 Approved: 11/7/77

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PROJECT COMMUNICATION PROGRAMS (formerly A Model Preschool Center for Handicapped Children: Communication Programs)

descriptors

Language Handicaps
Interdisciplinary Approach
Management

target audience

Children ages 2-6 with identified or suspected communication deficits (not related to current hearing loss).

description

A program designed to help young children who have a variety of communication and language handicaps.

The Communication Programs serve four groups of young children, ranging in age from 2-6 years, with identified communication disorders (not related to hearing loss). The children have a variety of known and unknown etiologies frequently accompanied by other developmental lags or associated handicaps. The program offers training for classroom teachers and CDS's (communication disorders specialists) in the classroom management of communication behaviors. It also provides experience in team decision making. The procedures have been successfully adapted for use in elementary schools and special education programs, as well as in a variety of preschool and early education settings. Teachers and/or parents are asked to identify their concerns about a child's communication ability or language skill. Assessment tools are used to support the concern and document the severity of the problem. Data taken during classroom activities provide supplementary information that is used in the planning of management strategies. The team members plan individualized programs for each child, arrange for the implementation of these programs, and see that data are gathered. Most children will benefit from an "all day" language program: management of a target behavior through the various activities. All language programs are related to the child's communication needs in the environment. Mutual decision making and implementation of programs immediately useful to the child are critical elements of the procedures. Personnel trained in this program have identified the following competencies as uniquely acquired at this training site: (1) ability to identify language problems from classroom observation; (2) ability to plan management strategies that can be implemented in the classroom; (3) ability to arrive at decisions with members of a different discipline. The classrooms are staffed by teachers and communication disorders specialists who work together. The teachers provide basic, strong preschool and kindergarten programs that give the children opportunities to acquire and practice developmentally appropriate skills. In addition, they demonstrate skills in managing the day so as to encourage communicative interaction and to provide opportunities for children to practice new language behaviors. The CDS assists the teacher in developing strategies to promote communication. He or she plans and implements finely-sequenced programs in a variety of language areas. Parents are an integral part of the team and are involved in the entire process from the time first goals are established. They observe regularly and are involved in home programs.

assurances/claims

Sequenced Inventory of Communication Development, Preschool Profile, Uniform Performance Assessment System, and other standard assessment instruments are used as needed; also data from classroom observation. The children have shown marked gains, especially in the areas of communication and language behaviors.

implementation requirements

Access to support services, technical assistance, and resources in the community is necessary, as are visitations to and internships at the project site. Parent involvement is required. The project maintains close contact with the children in adopter programs; data exchange is required. Regular preschool materials and room arrangements are used, as well as developmentally-ordered assessment tools.

financial requirements

Cost for four-quarter period: $2,100. Cost includes salaries for qualified teacher and CDS, equipment, supplies, building maintenance, and transportation typical of any quality preschool or kindergarten program.

services available

BEH partially funds this project's dissemination activities.

Awareness materials are available. Visitors are welcome. Training sessions are regularly available during the first week of each university quarter at the project site. Other inservice sessions can be arranged on request. (Costs to be arranged.) Training is conducted at the project site (adopting site must partially subsidize trainer costs as well as covering own costs). Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff may be able to attend out-of-state conferences (expenses are covered).

contact Alice H. Hayden, Director; Experimental Education Unit, WJ-10; Child Development and Mental Retardation Center; University of Washington; Seattle, WA 98195. (206) 543-4011.

Developmental Funding: USOE Handicapped USOE JDRP No. 75-64a Approved: 9/3/75

PROJECT

COMPREHENSIVE TRAINING PROGRAM FOR INFANT AND YOUNG CEREBRAL PALSIED CHILDREN (C.P. Project)

descriptors

Handicapped Children
Early Childhood Education
Interdisciplinary Approach

target audience

Children three years of age or younger possessing a primary disability of moderate-to-severe neuro-motor handicap with physical impairment of severe dimensions limiting motor activity, and the professionals who serve them.

description

A program serving children three years of age and younger having a primary disability of moderate-to-severe neuro-motor handicap with physical impairment severe enough to limit motor activity.

Children admitted to the Cerebral Palsy Project exhibit feeding, speech, and/or language problems. The children receive a panorama of services, including: physical therapy, nutrition, psychological therapy, speech pathology, occupational therapy, special education, social service, and medical service. Project activities focus primarily on two instructional programs: (1) the Pre-Speech Program, and (2) the Language Stimulation Program. Parents actively participate in their children's therapy programs and are involved through individual and group conferences with the project social worker.

To date, 35 agencies in the following states are replicating components of the program: Washington, Oregon, Illinois, Texas, Michigan, Ohio, New Hampshire, New York, Minnesota, Wisconsin, Arizona, California, and Pennsylvania. Replicating agencies include school systems, rehabilitation centers, and hospitals serving children ages birth to three years. Three-member teams are trained from each agency in a six-day Fundamental Guidelines Course, and speech pathologists are trained in the use of the Pre-Speech Assessment Scale, which has been specially developed through this project.

assurances/claims

Pre- and posttest data were analyzed using the following: Bzoch-League Receptive-Expressive Emergent Language Scale; Mecham Verbal Language and Development Scale, Pre-School Language Scale, and Peabody Picture Vocabulary Test. The mean number of months gained on three of five instruments approaches that expected in normal growth (12 months' gain over 12 months). Data were collected for three years during demonstration project.

implementation requirements

A full-time speech pathologist, a physical therapist, and one other professional are required to attend a six-day workshop. The speech pathologist returns for a three-day course in Pre-Speech Assessment Scale. The adopting agency must reproduce at least one aspect of the project (Pre-Speech Program, Language Stimulation Program, or Parent Participation Program) within the given structure of that agency's operation. Evaluative tools and treatment guidelines of the project must be implemented within each program aspect replicated. A minimum of three staff members are required on the replication team.

financial requirements

The three full-time professionals on the team must be allowed paid time off to attend a six-day workshop; the speech therapist must attend an additional three-day workshop. Adopting agencies must pay general tuition fee, travel expenses, room and board for each professional attending. A materials list is available upon request.

services available

A BEH Handicapped Children's Early Education Outreach Program. No other special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Project staff can attend out-of-state conferences (expenses are covered). Training is conducted at the project site only for confirmed adopters (project staff expenses must be partially subsidized). Training is not conducted out-of-state, but a follow-up technical-assistance site visit is made to each adopter.

contact

Rona Alexander; Denver-Kiwanis Children's Division; Curative Workshop of Milwaukee; 9001 W. Watertown Plank Rd.; Milwaukee, WI 53226. (414) 259-1414.

Developmental Funding: USOE Handicapped USOE JDRP No. 75-62 Approved: 9/3/75

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PROJECT EARLY PREVENTION OF SCHOOL FAILURE

descriptors

Early Childhood Education
Special Education
Bilingual Education

target audience

Screening and curriculum program appropriate for children ages 4-6. Teacher and parent training program included.

description

A program designed to prevent school failure through early identification and remediation of developmental learning deficiencies in children ages 4-6 that would adversely affect their school performance.

The goal of the nationally validated Early Prevention of School Failure Program is achieved by successful accomplishment of the following objectives: (1) To screen all kindergarten and/or first grade children to identify their skill development in the following modalities: language development, fine and gross motor, auditory, and visual perception necessary for success in formal reading and writing curriculums; (2) To provide professional training for teachers so that they may acquire skills and competencies in providing successful learning experiences for all children (talented, learning disabled, etc.); (3) To provide special education services for children identified as having moderate or severe learning problems; (4) To provide management guidelines which include parent volunteers and learning center concepts for greater individualization in the learning environment.

In addition to using educational strategies already found successful, a teacher should provide 20-30 minutes daily of small-group and/or individualized activities (based upon screening results and utilizing EPSF management system) for all pupils.

assurances/claims

Evaluation data demonstrate that achievement growth in all modality areas exceeded project objectives. Further, children initially identified as having severe learning problems made sufficient achievement gains, proving that early identification prevents failure when screened and given a systematic educational follow-up.

implementation requirements

A team of at least four, including kindergarten and/or first grade teachers, special education teacher and psychologist, speech teacher, and an administrator are involved in a two-day leadership training workshop to become competent in utilizing screening instruments, staffing, educational planning, and management system. Involvement of parents is encouraged through parent volunteers and/or the making of homemade classroom materials. Follow-up by project site determines effectiveness along with growth as shown on the pre- posttesting data.

financial requirements

(1) Cost of a two-day leadership training for school district team of a minimum of four persons trained at project site and/or local school site. (2) One set of curriculum guides and screening materials at $100 per set for each team involved in leadership training. (3) Cost of substitutes for a one-day follow-up inservice training for adopter team.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials for interested adopters are available, as are a two-day leadership training, curriculum materials based upon screening results, screening instruments, and a follow-up by project site.

contact

Luceille Werner, Project Director; Peotone School District 207-U; 114 N. Second St.; Peotone, IL 60468. (312) 258-3478.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-46 Approved: 5/14-15/74

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PROJECT ENGINEERED CLASSROOM FOR STUDENTS WHO ARE BOTH EDUCABLY MENTALLY HANDICAPPED AND BEHAVIORALLY MALADJUSTED

descriptors

Educable Mentally Handicapped
Individualized Instruction
Community Involvement

target audience

Mildly handicapped students, grades 1-6. Primary target group: educably mentally handicapped, learning-disabled, emotionally disturbed. (Centers are being established at secondary level with some basic design.)

description

A diagnostic teaching program that provides individualized instruction and engineering of time and behavior for handicapped students.

The Learning Center instructor, through daily prescriptions or lesson plans, provides each student with a highly structured program in the cognitive and affective domain. Behavioral management skills are emphasized as well as academic growth. The design of the program requires a basic commitment to a least-restrictive alternative program for handicapped students. The design provides direct service to both student and teacher; its design is flexible and adaptable, enabling a staffing team to plan a program to meet each student's educational needs.

Project results demonstrate marked improvement, and teacher, student, and parent attitudes are positive. As a result of the project, the degree of integration of the special education students into the regular classroom is so high that it is difficult to tell the handicapped from the non-special education students.

One of the concepts that make the program unique is the degree of input the regular classroom teacher has in the program. The teacher is involved in every phase of referral and staffing. This teacher will remain as the youngster's homeroom teacher, even though the youngster will spend time in the Learning Center. For each child in the program there is a two-way responsibility; Learning Center teachers and regular classroom teachers must communicate. Regular teachers are responsible for meeting each student's educational needs, and if the student is staffed in the Learning Center, this teacher has a responsibility to monitor the student's total program. Parental communication is mandated by at least four home contacts during the year. Due to their role in the program, the regular classroom teachers have become more knowledgeable about handicapping characteristics and more competent in working with handicapped students.

assurances/claims

Student growth in academic, behavioral, and self-concept areas, based on pre-post scores. Parent and teacher support very positive. (Data available upon request.)

implementation requirements

At least three people will attend a three-day workshop. Trainees will include an administrator, a regular classroom teacher, and a special education teacher. Location and costs to be arranged. Adopter agrees to use same student evaluation scale as project and to furnish results for comparison. D/D agrees to three days' consultation during the first year of adoption at the site. Program requires district commitment and recommends operating in one building the first year. A classroom, a qualified teacher, an aide, and a variety of materials are required.

financial requirements

District must employ teacher and aide. Materials and supplies cost $5,000 initially. Other costs depend on what adopter has available, such as furniture for room of 15, audiovisual equipment, etc. In D/D district, cost would be $20,000 for teacher, aide, and materials during first year.

services available

An NDN-funded Developer/Demonstrator project.

Initial awareness material (brochures, videotapes, live presentations) are available at no charge. Awareness manual and one-day conference (at project or adopter site) are also available (costs to be arranged). Visitors welcome by appointment at several sites. After signing of adoption agreement, a three-day workshop is offered at project or adopter site (costs to be shared). Three days of consultation are free during first year, as long as funds are available.

contact Robert H. Ostdiek, Federal Programs Coordinator; Papillion-LaVista Public Schools; 420 S. Washington St.; Papillion, NB 68046. (402) 339-3411.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-84 Approved: 6/6/74

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PROJECT FAMILY-ORIENTED SPECIAL EDUCATION PRESCHOOL PROGRAM (formerly UNISTAPS)

descriptors

Family Involvement
Community Cooperation
Teamwork

target audience

Parents and extended family of preschool children with developmental communication disorders -- including the hearing impaired, the visually impaired, and a mixed population of the multi-handicapped.

description

A program serving moderately and severely handicapped preschoolers (0 to 4 or 5 years of age) and their families, with a variety of service options being provided by a multidisciplinary team.

Formerly in two locations, this project is now operating solely as a laboratory project. The program is family-oriented and noncategorical, assuring individually prescriptive programs for children and families. Child assessment by a multidisciplinary team offers a developmental profile of communication, psychomotor, cognitive, and social/adaptive behaviors for program options, including center-based nurseries (language/cognitive; social/adaptive) and a pre-kindergarten transitional program.

Counseling, education, and guidance of parents assure active family participation in the program, including individual parent-teaching sessions, weekly parent meetings, couples' evenings, and "men only" meetings. Parents and staff plan the nine-month parent-education program at three-month intervals, using an interactional intervention model.

assurances/claims

Written objectives meet standards in the following areas: clinical assessment, education, interagency communication/coordination, program management. Child assessment: Preschool Attainment Record, Merrill Palmer, Minnesota Child Development Inventory, Video Tape Rating Scale. More than 50% of the hearing impaired (deaf/h-of-h) "graduates" are integrated into elementary schools.

implementation requirements

Beginning programs would be encouraged to start by implementing only portions of the program. The use of a multidisciplinary staff would depend upon available resources, and ideally would be hired and contracted for. Facility requirements would depend upon the extent to which the programs were being implemented. Anyone interested in specifics regarding staff qualifications, staff inservice training, facility requirements, or other implementation concerns, should contact the program coordinator.

financial requirements

Per pupil cost (1974-75 evaluation) estimated at $2,339.80, including multidisciplinary team, evaluation consultant, inservice, report writing, travel, and collection of evaluation data.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopting site must cover all trainer costs as well as covering own costs). Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses are covered). Outreach activities can be conducted only on a limited basis.

contact Lou Erikson, Coordinator; Special Education Preschool Program; 830 N.E. Broadway; Minneapolis, MN 55413. (612) 379-4131.

Developmental Funding: USOE Handicapped Title VI-C USOE JDRP No. 75-48 Approved: 5/15/75

Compiled Winter 1977

PROJECT

FAST: Functional Analysis Systems Training

descriptors

Diagnostic Teaching
Regular Class Placement
Handicapped

target audience

Students of all abilities, grades K-6, with emphasis on prescriptive programming for students with learning problems in regular classrooms.

description

A developmental diagnostic prescriptive teaching system for mainstreaming handicapped students.

Project FAST is a comprehensive delivery system that uses the combined energies of teachers, parents, consultants, and school administration to target in on the child's developmental and learning processes. Teacher development, support personnel, parent involvement, classroom organization, utilization of learning materials, and sequencing of instructional modules all converge on the same objective: to accommodate most pupils as they progress toward optimal functioning in the regular classroom in an ongoing diagnostic, prescriptive, and evaluative process.

Teachers are trained in the nine teaching tools: (1) Classroom Organization, (2) Behavior Management, (3) Classroom Observation, (4) Deciphering Developmental Levels, (5) Prescribing Educational Programs, (6) Task Analysis, (7) Support Assistance, (8) Sharing Educational Strategies, (9) Teamwork With Parents.

Project FAST provides an efficient delivery of support services to the mainstream teacher to assist teachers in diagnosing problems and implementing educational prescriptions to meet the needs of students.

Parents are involved in the implementation of educational prescriptions and in making games and materials for the classroom teacher.

assurances/claims

Metropolitan Achievement Testing (pre- posttests, grades 1-6); 145 students diagnosed as having learning problems or disabilities. Prescriptive programs and test data analyzed. High improvement in reading and math for prescriptive programs implemented around program ideas and methods. Evaluation report available on request.

implementation requirements

The program can be adopted by an entire school district or by one school. Teachers' participation should be on a volunteer basis. A prospective adopter district or school must identify and clarify its own goals, needs, and objectives. Implementation procedures are geared to districts or schools whose administrators adopt a developmental philosophy. The administration of a prospective adopter district or school must be ready to demonstrate support by active participation. A facilitator is needed to train existing school personnel, specialists from school district or Intermediate Service District, community resource consultants, and parents.

financial requirements

Cost of released time, travel, and per diem for workshop participants. Diagnostic Prescriptive Teaching System kit (650 5x8 cards): $35 per kit; one per teacher. The project is designed for any normal classroom facility. Rooms should be large enough to set up 5-7 learning centers. A wide variety of commercially available materials already found in most schools is used.

services available

An NDN-funded Developer/Demonstrator project.

Descriptive materials available free (limited number). Visitors welcome by appointment (one group per week). Color film (16 mm) of project available for $20 rental fee. Staff available for awareness and depth presentations (share costs). Call office for location of other demonstration sites. Training will take place at the Project FAST site; team or facilitator must be on-site for 3-5 days. Key administrators from adopter district should plan to be on-site for part of that period. (A three-day training at adopter site may be negotiated.)

contact

Sonja K. Tweedie, Dissemination; Essexville-Hampton Public Schools; 303 Pine St.; Essexville, MI 48732. (517) 893-4533.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-4 Approved: 1/15/75

Compiled Winter 1977

PROJECT LEARNCYCLE: Responsive Teaching

descriptors

Regular Class Placement
Basic Skills
Staff Improvement

target audience

Teachers of K-9 special education or mainstreamed students. Teacher trainers or consultants.

description

An intensive teacher training program developing flexible, effective skills for managing and teaching mainstreamed or "high-risk" students.

The program includes two levels of training.

(1) Responsive Teaching for Mainstreaming and Accountability: "Responsive Teaching" comprises a variety of reinforcement-based teaching techniques including precision teaching, contingency management, and token economies. Through lecture, demonstration, roleplaying, data collection, and task groups, participants learn to generate their own unique behavioral programs. The course also shows teachers how to monitor, evaluate, and revise their programs in accordance with changing student needs and in line with recent accountability mandates. Short pre- and posttests let participants assess their mastery of the teaching skills. Classroom applications can include any of the following: a change in schedule of activities (to motivate difficult tasks by following them with more enjoyable ones); a redirection of teacher attention; use of readily available reinforcers (recess, privileges, special activities) in simple token exchange systems; precise systems of monitoring and reinforcing students' behavioral change with tokens and concrete reinforcers. What implementation is chosen depends on the students' needs and teacher preference. A unique feature is training of teachers in proven ways to enlist a whole class's support for program success with one or two "high risk" students. Further, teachers are trained in an overall problem-solving method which allows them to continuously adapt the program to new situations.

(2) Training to Train: Districts that would like an ongoing training capacity can have graduate(s) of the above course trained to train others. They learn how to tailor courses to the individual needs of their trainees, as well as how to deal with system-wide implications of program implementation.

assurances/claims

Frequency of student "on-task" behavior increased by class from 50-80% as measured in twice-weekly inclass observations; disruptive and "off-task" behavior decreased correspondingly. Frequency of teachers' ability to successfully teach "high risk" or mainstreamed youngsters doubled, as seen by a 50% decrease in teacher referrals. Population: varied, from middle-income suburban to low-income urban. Evaluation dates: 1970-72.

implementation requirements

For classroom implementation, an adoption unit is an individual teacher. Training time is four days. Within 1-2 months after training, teachers should submit brief data on adoptions. No special staffing or facilities are needed. The program involves only a change in teacher trainer or consultant. A two-day training for trainer or consultant, in addition to a four-day teacher training, is required. An individual must be in a position to offer "back-home" training to colleagues.

financial requirements

Learncycle Teachers Manual provided at no cost. Program implementation in the classroom requires a cost per child of $0-$5/year, depending on population and individual.

services available

An NDN-funded Developer/Demonstrator project.

Training (to a limited number of sites): For teachers: one four-day sequence. Basic text, Learncycle Teachers Manual, supplied. For Turnkey Trainers: one two-day sequence for graduates of above course who are in a position to train others.

contact Hilde Weisert, Project Instructional Director; EIC-NW; c/o Vernon High School; Vernon, NJ 07462. (201) 875-9505 or 692-0278.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-53 Approved: 5/24/74

PROJECT PROJECT LEARNING DISABILITIES: Early Identification and Intervention

descriptors

Learning Disabilities
Identification
Regular Class Placement

target audience

Students with learning disabilities, grades K-2.

description

An early identification program for students with learning disabilities.

Project Learning Disabilities' overall goal was to identify students with learning disabilities in the kindergarten, and provide special instruction within the structure of the regular classroom and/or resource room. To achieve this goal, activities were conducted in the student, teacher, and parent components. The objectives were as follows: (1) The objective of the student component was to improve the achievement skills, social skills, and self-concepts of children with learning disabilities. (2) The objective of the teacher component was to improve the classroom teachers' competencies in applying remediation techniques to children with learning disabilities in their classrooms. (3) The objective of the parent component was to involve parents in the education of their children so as to increase their understanding of characteristics of children with learning disabilities, the need for learning disabilities programs, and child-rearing techniques for children with learning disabilities.

Activities for the student involved the development and implementation of individual prescriptions. Regular classroom teachers were trained to identify and remediate the learning-disabled student. Resource teachers were employed to act as consultants and helpers to certain assigned classroom teachers who taught the target students. The resource teachers wrote instructional prescriptions for the target students, reviewed the prescriptions with the classroom teachers, and trained them in the use of the prescriptions. Parents were actively involved in the education of their child as they visited the classroom and participated in training sessions.

assurances/claims

The evaluation plan for the first year of the project was a pre-/posttest designed from data collected from target students in areas of achievement skills, social skills, and self-concept. Results on the Walker Readiness test indicated that students gained more in achievement than expected. Results of the Thomas Self-Concept test and a social rating scale showed significant gains.

implementation requirements

Adopting administration must be committed to starting a learning disabilities program and to setting up an evaluation plan for adopting district. Staffing requires a certified special education teacher. Facilities and space found in any typical elementary school are adequate to the program's needs. Program can be adopted by one elementary school in a system or can be adopted by all elementary schools in a system.

financial requirements

Start-up cost varies according to personnel available. School districts must have special education teachers and qualified personnel to evaluate students. Cost of equipment and materials for resource room also varies according to needs assessment. A wide variety of commercially available materials already found in most classrooms are used.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available; curriculum materials are available to adopters. Visitors are welcome by appointment at developer site. One/two-day training sessions are held at developer's site or at adopter's site. Follow-up technical assistance to adopter is available. Travel expenses for training at adopter site must be paid by LEA and/or facilitator.

contact

Anna Hundley, Coordinator; Project Learning Disabilities; 731 St. Charles Ave.; New Orleans, LA 70130. (504) 524-8592, ext. 351.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 9 Approved: 4/19/73

PROJECT MECCA: Make Every Child Capable of Achieving

descriptors
Regular Class Placement
Teacher Education
Intervention

target audience Kindergarten and first grade.

description *An intervention program for Vulnerable Children (with a deficit in a skill area) in regular classes in their first years of schooling.*

In the MECCA program, a learning disabilities teacher provides daily intervention and observation within the regular kindergarten classroom for children with potential learning problems, with the help of the classroom teacher and a classroom aide. (The MECCA programs provide daily observation, profiling, and intervention tenchiques within the regular classroom for every child in need of these services.) The program utilizes a team made up of a special education teacher, classroom teacher, and aide, who together analyze the activities of the curriculum into those tasks which the child must accomplish in order to be successful in the activity. The purposes of this Task Analysis process are to think carefully about what we are asking of the child and to observe where the child is successful and where he or she needs help. The intervention aspect of the MECCA program is based upon the principle of beginning at the level at which the child achieves success and proceeding with him or her, sequentially, through the difficult steps to new successes. After the initial training period, the classroom teacher and special education teacher train each other to combine teaching strategies and curricula for individualized instruction.

MECCA operates as a program within the district's Opportunity for Learning Adventure (OLA) program.

assurances/claims This project has had extensive evaluation since 1973-74 by an outside evaluator. Children with potential learning problems receiving the MECCA program of early intervention show significant differences on standardized measures of readiness compared with children in both alternate treatment and control groups. On standardized tests, 70% of the MECCA children evidence average or above average performance in readiness skills at the end of kindergarten.

implementation requirements Program requires at minimum one classroom teacher, one part-time aide, and 30 minutes per class session (per day or half-day) from a special education teacher. Program can be adopted by from one class to all K-1 classes in a district. Teachers should be willing to individualize teaching and share space and responsibilities with aide and special education teacher-consultant.

financial requirements Start-up and maintenance costs are approximately $40 per pupil. Reduction in total cost occurs as fewer pupils in upper grades require special education services.

services available No special network funding supports this program's dissemination efforts.

Curriculum materials and awareness materials are available. Visitors are welcome (school days).

contact Julia Johnson Rothenberg; Trumbull Public Schools; 34 Edison Rd.; Trumbull, CT 06611. (203) 261-6411, ext. 365, or 634-0003, ext. 232.

Developmental Funding: USOE Handicapped Title VI-G USOE JDRP No. 77-111 Approved: 3/23/77

Compiled Winter 1977

PROJECT MODIFICATION OF CHILDREN'S ORAL LANGUAGE

descriptors

Communication Skills
Performance Based Education
Parent Participation

target audience

Language-handicapped students, pre-school to adult.

description

A special program for training staff to work with students having language disabilities.

This project is based on materials and instructional programs of the Monterey Language Program. These language-teaching programs combine modern linguistic theory with advanced behavioral technology applied to teaching. The programs are universal: designed for any individual with a language problem, regardless of the reason for that language-learning disability. The curriculum and individual program design include a screening procedure, individual placement, automatic branching, and continuous data collection for evaluation. With the Monterey Language Program, it is possible to obtain accurate pre- and posttest measures of a student's progress in syntactical and overall expression. The program also helps language-deficient children acquire language skills in a short period of time. It is completely individualized and performance-based instruction. In addition to providing teachers with materials, an objective of the project is to provide teachers with an instructional strategy, and to assist them in becoming proficient in techniques for using the materials. Implementation of the program includes training, on-site supervision, refresher conferences, and data monitoring. Language remediation services may be expanded without increasing staff by using aides, parents, or other volunteers.

The language program is effective with children and adults defined as language-delayed, hard-of-hearing, mentally retarded, or physically handicapped, and with the non-English-speaking or English-as-second-language individual. It is particularly valuable in early childhood education centers, classes for the educable and trainable mentally retarded, and speech-correction centers.

(The project was originally developed in Eastern Pennsylvania through the Central Susquehanna Intermediate Unit, but has been adopted by many other districts throughout the United States.)

assurances/claims

Evaluation of significant language behavior in students was done through the Programmed Conditioning for Language Test (PCLT). Mean pretest score for group was 13.2%; posttest, 98.6%. Other standardized tests were also used to demonstrate gains. Data collected over a two-year period. (Students had varying language disabilities.)

implementation requirements

Initial four- to five-day training workshop required. Follow-up on-site visits planned in relation to the needs of the adopter. From two to four instructors should be selected for additional training, so that they in turn can become trainers of new people in the district. Minimum unit for training is 20.

financial requirements

Monterey Language Program Starter Kits, $100 for each project participant. Area must contract with Monterey Learning Systems for training aspects of project. The only other expense of initiating the program is development of a reinforcement menu.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available (at shared cost). Visits to sites where project has been adopted can be arranged through Monterey Learning Systems. Training is conducted at project site (adopter must cover all trainer costs, as well as own costs). Staff available on a limited basis to attend awareness meetings with potential adopters.

contact

Betty H. Igel; Monterey Learning Systems; 900 Welch Rd.; Palo Alto, CA 94304. (415) 324-89[illegible].

Developmental Funding: USOE ESEA Title III USOE JDRP No. 6 Approved: 4/16/73

PROJECT NORTHWEST SPECIAL EDUCATION (NWSE)

descriptors

Learning Disabilities
Teacher Education
Regular Class Placement

target audience

Originally validated for students having Specific Learning Disabilities (SLD) in a K-12 program. Program implemented by all classroom teachers with specialized support from Learning Disability personnel using the project training kit.

description

A systematic way for training classroom teachers to focus on Specific Learning Disability (SLD) students.

Northwest Special Education is designed to offer classroom teachers a way to focus on individual students who have Specific Learning Disabilities. Teachers are provided with new ways of observing children, interacting with students, parents, specialists, and each other. This project is effective for use as inservice for classroom teachers in efforts toward compliance with the "Bill of Rights for the Handicapped," PL 94-142. The central emphasis of the experience is on team planning in order to develop individualized educational programs. Specialized Specific Learning Disabilities personnel are required to serve as team coordinators and in consultive and resource capacities for this special service. Regular staffings and monitoring of the teacher during the initiation of this clinical teaching approach is crucial for student and teacher growth.

Project NWSE provides a framework which describes a process for personalizing instruction. The critical elements of the process are assessment, programming, and evaluation. The skills learned by the teacher are informal individualized testing, observation, planning objectives, developing curriculum, reporting, evaluating, and teaming. A training kit is available that provides the manual and forms needed for implementing the NWSE process.

Adoption of the NWSE project becomes a "course in a child" as the teacher approaches the child in a systematic way in order to determine how to teach him effectively. The requirement of specificity in planning, reporting, and evaluating enables the teacher to be trained while providing services to the student. The teaching effort culminates in the development of a unique instructional material and method which is named for the student. An SLD student's success or failure in school is a function of the interaction between the student's strengths, weaknesses, and limitations, and the specific classroom situational factors the student encounters. The project format enables the learning specialist to help the teacher to begin developing the ability to conceptualize a child's problem.

assurances/claims

Pre-post evaluation data (1971-77) on criterion-referenced and some selected standardized tests (WRAT, Key Math, etc.) for students (grades 1-8) from middle-income, rural, and urban areas who have been identified as having specific learning disabilities show the criterion in each instance represented a sizeable gain, since these students do not learn incidentally in regular classrooms.

implementation requirements

Project staff are interested in locating educators willing to assume an in-depth teaching responsibility for SLD students. Administrative commitment should be demonstrated by the following: needs assessment; time for staff development; budgeting of funds for materials and travel. The program may be implemented by classroom teachers with specialized support from special education personnel. Facilities and space found in schools will be adequate. Staff training is considered necessary both prior to and during implementation, with follow-up and monitoring activities. The program can be adopted by an individual teacher.

financial requirements

NWSE Training Kit (in revision, available late 1977, estimated cost $15, may be reproduced) one per adopter. Staffing and facilities found at school site generally adequate. Staff training (three days) and follow-up (two days) with travel and per diem costs for trainer, and staff release time. Five commonly used commercial tests are needed; cost for all is about $20, if not available.

services available

An NDN-funded Developer/Demonstrator project.

The materials are: brochures, mini-project descriptive booklets, and Training Kits. Three-day implementation training is provided and evaluated by project staff with follow-up and monitoring activities. Visitation at the demonstration site is available. Technical assistance is available upon request.

contact

Joan Bonsness, Project Director; Northwest Special Education; Box 585; Lignite, ND 58752. (701) 933-2532.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-7 Approved: 1/15/75

Compiled Winter 1977

PROJECT OKLAHOMA CHILD SERVICE DEMONSTRATION CENTER FOR SECONDARY LD STUDENTS

descriptors

Learning Disabilities
Diagnostic Teaching
Learning Laboratories

target audience

Learning-disabled students, secondary school, grades 7-12.

description

An alternative, individualized diagnostic-prescriptive teaching intervention system that has proven highly successful with learning disabled adolescents.

The major goal of this project is to provide each identified learning disabled student of secondary school age within the target population with a specific prescriptive learning program that will enable that student to develop skills and knowledge at a rate commensurate with his/her ability level. The model is basically a diagnostic-prescriptive intervention system. Components include: (1) a professionally-staffed learning lab; (2) a diagnostic-prescriptive team composed of a psychoeducational evaluator and a prescriptive diagnostician who has particular ability in developing educational intervention programs for individual students; and (3) a media library for use by the learning disabilities teacher to implement intervention strategies.

Students placed are those with normal or potentially normal intelligence who, because of some neuropsychological factor, were noted in a psychoeducational evaluation to have learning disabilities of a perceptual, conceptual, or integrative nature.

The curriculum provided within this diagnostic-prescriptive project follows, where possible, the curriculum offered in the regular classroom. A student with a reading disability might spend two periods daily in the learning lab during English and social studies periods. Another student with a math disability might spend only one period each day in the learning lab during regular math class time. At other times, LD students are integrated into the regular curriculum. This arrangement, the least restrictive alternative, does not necessitate that curriculum content be similar in the regular and learning lab classrooms. The content for the learning lab is determined by a prescription from the prescriptive teacher aimed at helping the student either remediate or compensate for his/her learning disability.

assurances/claims

A three-year evaluation design showed: (1) a significant increase in verbal I.Q. and reading achievement as compared to a control group (actual gain in reading achievement 274% of expected gain); (2) a reliable increase in areas of personal and social self-esteem; and (3) one in five students in program (18%) is successfully mainstreamed after one year in the program.

implementation requirements

(1) a classroom for use as a learning lab; (2) a certified LD teacher to staff the learning lab and a prescriptive diagnostician to write and follow up on prescriptions; (3) training (a three-day workshop) from the Oklahoma Child Service Demonstration Center; (4) equipment and materials appropriate for LD adolescents; (5) a commitment to the model and its use in the adopting school district; (6) expenses of a staff member from the developer project for a one-day follow-up consulting visit to adopter's site; and (7) pre/post Wide Range Achievement Test scores of all students in program made available to developer project. Adaptions possible.

financial requirements

Start-up costs (excluding salaries) will vary from $500 to $2,500 per learning lab to provide for equipment and materials. A variety of high interest, low vocabulary commercial materials are recommended for this program. Equipment consists of tape recorders, language masters, filmstrip viewers, and calculators -- all commonly found in learning labs.

services available

An NDN-funded Developer/Demonstrator project.

Visitors are welcome -- appointment requires one week's notice. Training (three-day workshop) may be provided either at project site (adopter pays own cost) or adopter site (project staff costs must be paid). Project staff members are available for awareness conferences both in- and out-of-state (expenses must be partially subsidized). Awareness brochure (no cost); Multi-Media Materials Catalogue, $3; I Used To Could Spell Wensday (catalogue of teacher and student made materials), $3; booklet of "Teacher Training Handouts," $1; booklet of "Diagnostic Evaluation Forms," $1; and a series of videotapes, $1.50 each for three-week loan.

contact

Jim D. Mason, Developer Demonstrator Director; Oklahoma Child Service Demonstration Center; Hillside School; Rt. 3; Cushing, OK 74023. (918) 225-4711 or (918) 225-1882.

Developmental Funding: USOE Handicapped Title VI-G USOE JDRP No. 76-103 Approved: 10/18/76

Compiled Winter 1977

PROJECT

PA: PROJECT ADVOCATE -- Northwestern Illinois Association

descriptors

Diagnostic Teaching
Behavior Change
Parent Associations

target audience

Students from preschool to tenth grade (ages 4-16) with severe emotional or behavioral disorders.

description

A consistent, data-based, intensive learning environment for students.

PA is a short-term (two- to three-semester), self-contained, regional special education program for severely behavior-disordered students. Referrals prevent extrusion into hospitals or residential facilities. Students are referred because they: are non-compliant, swear, talk back, pester, disrupt classroom environment, destroy property, steal, or are physically abusive. Most have difficulty with authority figures and have "control" issues; however, they are not hard-core delinquents, psychotic, or autistic. The student body is multiracial.

Through structure and the reinforcement of positive interactions, students are assisted in making adaptive decisions. PA uses positive reinforcement and a token economy. Students are on a behavioral-level system. Each level has more privileges. Quiet-training procedures are utilized for disruptive behavior: chair in corner, mat, or time-out room.

The four major aspects of the program are: (1) academics; (2) social behaviors; (3) affective curriculum: decision making, values, relaxation training via group process; and (4) parent groups (teaching child-management skills). Behavioral objectives are reviewed four times per year and revised as necessary. The techniques and procedures are derived from Experimental Analysis of Behavior, Broad Spectrum Behavior Therapy, and Humanistic Education (including autogenic training).

PA support staff integrate students into LEA programs in the home community and provide intensive follow-up consultation.

assurances/claims

One month academic gain per month. In 1977-78, using Brigance Diagnostic Inventory of Basic Skills, 80% decrease in inappropriate behaviors. By end of second semester, 85% of students completing assignments with 90% of work correct. Improvements in parent-child management skills to be evaluated via home observations and self-report data. Population: low-income urban.

implementation requirements

May be adopted by school, district, or co-op. (1) Staff: Administrator, diagnostic consultant, and parent-student counselor: MA and two to four years' experience. Teachers: BA certification in BD or LD. Aides (one per class): high school diploma. Speech therapist: MA. (2) Inservice Training (before initiation of program): 40-60 hours. (3) Software: Intake criteria and checklists; token economy; parent-school contract. (4) Parent Groups: $33 per parent (for observers, babysitters, transportation, and possible cash bonus for parents -- this figure exclusive of costs for part-time secretary and counselor to work with parents).

financial requirements

For 65 students: instructional materials, $1,000; inservice software, $500; affective curriculum (start-up), $500. Salaries will fluctuate. Gross cost per student per school year, $5,000-$6,000 before state and/or federal reimbursement for personnel and extraordinary services for students.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available at cost. Visitors are welcome by appointment. Training or consultation may be conducted at project site or adopter site (adopter must cover all training costs as well as own costs).

contact Mark L. Becker, Project Advocate; 210 S. Sixth St.; Geneva, IL 60134. (312) 232-7997.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-61 Approved: 7/24/75

Compiled Winter 1977

PROJECT PARENT-CHILD EARLY EDUCATION PROGRAM (Saturday School)

descriptors

Early Childhood Education
Identification
Parent Participation

target audience

Available to all children, birth through kindergarten, and their parents. Beginning at three: locating, testing, and treating children with problems. For fours: "Saturday School," a comprehensive school and home learning program. Originally approved by the JDRP as a program for four-year-olds, certain components now operate for all preschool children -- birth through four.

description

A program available to all preschool children, birth through four, structured to increase each child's chances for success in school.

The overall objective of the district-wide programs available to all preschool children is to increase each child's chances for success in school. Whatever the preschool age, we provide the resources; parents are the principal teachers and the home is the teaching center. Our special concern is locating, testing and treating any child with special problems. Here's what we're doing:

We start early -- from birth! We provide parents with "Games To Grow On" -- easy-to-do, age-sequenced learning activities to encourage maximum visual, motor and language development. We test children, beginning at three -- then provide the specialist staff for weekly home-teaching follow-up with both the child and parents on any problem that could interfere with later learning. When our children are four, we provide a comprehensive program that is still home-based and parent-child centered, but additionally brings child and parent to school. Called Saturday School, it has four major components: (1) Assessment plus diagnosis plus follow-up. Every child is individually tested in language, motor, perception, general knowledge, hearing, and vision. Twelve to fifteen percent require through-the-year specialist help. An additional number receive short-term attention. (2) A three-hour school "day" on Saturdays mainstreams even the most severely handicapped. Fours rotate in small groups to four learning centers, led by a teacher or parent, for skill and concept development activities in language, math, motor, art, auditory, or visual discrimination. Seventy-eight percent of the parents teach once every six weeks. (3) Weekly one-hour home teaching visits include two or three neighboring children and their parents. Children with special problems are visited each week by a teacher-specialist. (4) Home teaching through the week by parents. Parents receive a weekly home activity guide suggesting learning "games." Additional unique features of our program include: (1) Consultative services. Child Development Consultants work with teacher-specialists in diagnosis and individual programming, consult with parents and teachers, and provide teacher training through the year. (2) Staff development is a continuous process. Teacher and teacher-specialists meet a week before school starts plus two half-days each week through the school year to plan, confer, and receive training.

assurances/claims

Average gains of all Saturday School students: 16 months' intellectual growth (Slosson Intelligence Test); 15 months in language development (Merrill Language Test); 12 months in visual-motor skills (Beery Test of Visual-Motor Integration). Follow-up studies show Saturday School children now in fourth grade score higher on achievement tests than children with and without preschool experience.

implementation requirements

Program may be adopted totally or in part. Staff training is conducted by us in two-day institutes at our site. Program may be adapted in individual school or entire district, in a rural or urban setting. It is easily adapted for Title I funding and requires a commitment to work with parents. Adapters should also develop means of evaluating school year gains of children (but may use different tests). Project materials may be used by adapting schools.

financial requirements

Saturday School's average cost (1976-77), $300 per child (enrollment, 700). Costs average an additional $10 per child for materials. Uses otherwise vacant kindergarten classrooms on Saturdays and available materials found in classrooms. Started with half-time teacher and specialist staff, 20 hours/week. (Staff now full-time.) Some consultative staff needed, but may use available school district personnel and community resources.

services available

An NDN-funded Developer/Demonstrator project.

Awareness brochure, two audio-film strips. All program materials reasonably priced and available for teacher and/or parent use. Visitors welcome by appointment. Monthly, two-day mini-institutes at project site (trainee costs partially subsidized by us). Out-of-state training (partial or all costs paid by requesting states). Out-of-state conferences (costs may be shared by us, depending on our financial resources).

contact

Marion M. Wilson, Director; Early Education; Ferguson-Florissant School District; 655 January Ave.; Ferguson, MO 63135. (314) 595-2355.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-47 Approved: 5/23/74

Compiled Winter 1977

PROJECT PARENT READINESS EDUCATION PROJECT (PREP)

descriptors

Early Childhood Education
Intervention
Parent Education

target audience

Preschool children with developmental delays; parents; high school seniors.

description

An early-intervention project for academically high-risk preschool children, in which parents attend classes to learn to become effective change agents for their own children; and high school students learn pre-parenting skills while working with children.

The goals of PREP are: (1) to identify preschool children with potential learning problems and to develop a plan of remediation; (2) to teach parents how to develop in these children the skills necessary for academic achievement, and to teach child development and management techniques; (3) to train high school students for more effective parenthood. This is a cost-effective program that enables two part-time professionals to reach 48 families. The model has been successfully adopted in inner-city, suburban, and rural areas and in diverse socio-economic areas throughout United States. The PREP model provides for intensive parent involvement in an atmosphere of openness and trust. Continuing contacts provide opportunities for modeling, trying new parenting behaviors, and changing parent-child interaction patterns. Increasing parents' awareness of how their everyday activities can be learning experiences is a major goal.

The PREP Children: All children are tested in the fall of the year prior to kindergarten entrance. Based upon indications of potential learning problems and parental willingness to participate, 48 children are selected. Priority is given to children with younger siblings. The children attend PREP one morning a week in groups of 12. Activities that the parent and child do together at home are the key to skill development. Classroom and Home Curriculum: Language and conceptual development, visual skills, auditory skills, small- and large-muscle coordination, enhancing the self-concept, and the world around us are all emphasized. The PREP Parents: One parent agrees to attend PREP class one morning a week with the child. The parent observes the children in the classroom and receives activities to do at home daily with the child. Parents also meet in a group to discuss topics related to raising and nurturing children. The PREP High School Students: Twelve high school seniors work individually with the preschoolers to stimulate language and conceptual development and to enhance self-concepts during the second semester. They attend weekly seminars and receive course credit in child development. Topics such as the origins of behavior and responsibilities of parenthood are discussed.

assurances/claims

Participants' pre- and posttest scores on Caldwell Cooperative Preschool Inventory were compared with matched group. Participants made great gains in school-readiness areas. (Evaluation was conducted in 1972, 1973, and 1974.) Parents had excellent attendance, reporting that their parenting styles evolved toward promoting cognitive growth and positive self-concepts in their children.

implementation requirements

Staffing to reach 48 families: two teachers (can be .6 time), one part-time secretary, one part-time aide, one administrator. Training sessions are three days. A large classroom equipped for young children, arrangements for an observation room, and a meeting room for parents are required. Program can be adopted by an individual school, an entire district, or a region.

financial requirements

Staff (all can be part-time): two teachers, one secretary, one aide, one administrator. Materials (start-up): cost of equipping preschool classroom, $1,200; observation room, $1,000; prep manuals, $25; parent library, $500; curriculum materials, $800.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Project-developed materials are available for purchase at nominal cost. Training can be at original project site or adopter's site. Follow-up services and consultations are provided. Visits to projects are encouraged. Information sessions are held at frequent intervals. Staff is available for presentations. Cost arrangements will be negotiated and can be shared.

contact

Diane K. Bert, Project Director; Redford Union School District; 18499 Beech Daly Rd.; Detroit, MI 48240. (313) 535-2000, ext. 201 or 202.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-51 Approved: 5/29/74

PROJECT

PEECH: Precise Early Education for Children with Handicaps

descriptors

Early Childhood Education
Special Education
Family Involvement

target audience

Handicapped children ages 3-6 and their families.

description

An individualized educational program designed to enhance the development of preschool handicapped children while involving family members in the educational process.

The PEECH Project serves handicapped children 3-6 years of age, functioning in a wide intellectual range with a multiplicity of cognitive, language, speech, social, emotional, and/or motor problems. The majority of children are identified through community-based round-ups designed to screen all young children. Children identified as high-risk receive an in-depth psychoeducational assessment to determine eligibility.

Children are enrolled in a classroom program for a half-day five days a week. Educational needs are determined by systematic observations of each child. This procedure provides information on each child's level of functioning in the fine motor, gross motor, language, math, social, and self-help areas. Instruction is provided through preplanned evaluation sessions, a small student/teacher ratio, a positive approach to behavior management, a comprehensive record-keeping system, extensive training and involvement of paraprofessionals as teachers, and internal and external evaluation.

Families are involved through an extensive individualized program. Parents have input into the educational program. Parent conferences, home visits, group meetings, classroom observation, and other activities are employed to help family members. A resource room serves as a lending library for parents interested in books and tapes for themselves, as well as in books, records, and toys for their children.

One staff member should be assigned the responsibility (and time) for (1) coordinating screening, child assessment, classroom programming, staff training, and evaluation; and (2) acting as liaison with the PEECH demonstration site. Optimal staffing would include one head teacher and one paraprofessional, with ancillary service from a speech and language therapist, psychologist, social worker, and occupational therapist; but a basic program can be implemented by a trained teacher and paraprofessional alone.

assurances/claims

The mean I.Q. of children enrolled in one PEECH classroom was 87, with a range from 35-125. Posttests revealed a gain of 9.1 points (for a posttest range of 47-136). Of these children, 86% entered a regular educational program, with only 14% being placed in a special program.

implementation requirements

Sites must independently identify a source of funding and administrative support for the hiring and training of staff; must screen and identify children; and must provide classrooms to conduct program.

financial requirements

The project disseminates a variety of manuals, including: Administration, Evaluation, Classroom Planning and Programming, and Parent Involvement (cost per book, $3-$6). Commercially available: Goal Language Kit, Learning Language at Home, Creative Games for Learning and Karnes Early Language Activities.

services available

BEH partially funds this project's dissemination activities.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted both in- and out-of-state (exemplary project staff costs must be paid); training is conducted at the University of Illinois site (adopting site must cover own costs). Project staff can attend awareness conferences (expenses must be paid).

contact

Merle B. Karnes, Director, PEECH; Institute for Child Behavior and Development; University of Illinois, Colonel Wolfe School; 403 East Healey; Champaign, IL 61820. (217) 333-4890.

Developmental Funding: USOE BEH USOE JDRP No. 75-74 Approved: 11/10/75

Compiled Winter 1977

PROJECT PILOT PROJECT UTILIZING SUPPORTIVE PERSONNEL USING BEHAVIOR MODIFICATION TECHNIQUES WITH ARTICULATORY DISORDERED CHILDREN

descriptors

Paraprofessional School Personnel
Communication Skills
Speech Impairment

target audience

Speech clinicians and administrators

description

A model for expanding speech therapy delivery through training of paraprofessionals as communication aides.

The basic aim is to release clinicians from minor problems so that they are able to spend more time with children with severe speech problems. Communication aides are hired and trained to run operant programs with K-12 children with minor articulation problems under the direct supervision of a speech clinician. The professional clinicians train the aides, perform all diagnostic testing, determine prescriptions, and make all therapy decisions. If the problem is mild, such as simple lisping, sound distortion, or omission, the child is turned over to an aide. Aides work with 9-14 students for 20-30 minutes each.

Initial aide training takes two days, followed by a week of work with a clinician. The aides handle an average of 70 students per year.

Before the project began, it cost about $120 to give each student the speech assistance he or she needed. The use of aides has cut this figure in half. Formerly, clinicians spent 85 percent of their time in group speech sessions and only 15 percent in individual therapy sessions. Two years after the project started, the figures were almost reversed, with 85 percent of the treatment in individual therapy and 17 percent in group.

assurances/claims

Data show that children with minor problems can correct a sound in eight weeks at a 96% correct criterion. After a year in operation, 46 percent of the moderately disordered children were dismissed from therapy. A year earlier, only 23 percent were considered eligible for release from the program.

implementation requirements

Hiring, training, inservice, and scheduling of communication aides. This takes approximately one month for speech clinicians to implement. No special facilities are required.

financial requirements

Approximately $4,500 per communication aide; includes training, salary, and materials for 70 children. Commercial as well as locally-prepared materials and record-keeping forms may be employed.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no cost. Visitors are welcome anytime. Training is conducted at the project site (costs to be arranged). Training is conducted out-of-state (costs to be arranged). Project staff can attend out-of-state conferences.

contact Kenneth D. Barker, Supervisor; Clinical Speech Services; Area Education Agency #16; 1340 Mt. Pleasant St.; Burlington, IA 52601. (319) 754-5771.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-117 Approved: 12/6/74

Compiled Winter 1977

PROJECT THE PORTAGE PROJECT: A Home Approach to the Early Education of Handicapped Children

descriptors

Intervention
Parent Participation
Individualized Instruction

target audience

Handicapped children, mental age 0-6, preschool programs, nonhandicapped Head Start home-based programs.

description

A home-teaching program serving multi-categorical handicapped children from birth to six years of age.

The Portage Project is financially supported by 23 local school districts in south-central Wisconsin in cooperation with the Wisconsin Department of Public Instruction. The program provides a home teacher to each family each week to aid parents in: (1) assessing the child's present skill-level in five developmental areas; (2) targeting emerging skills; (3) helping them to develop skills necessary to teach their own child; (4) defining appropriate teaching techniques; and (5) evaluating the child's performance.

The program follows a precision teaching model and is based on the premise that effective parent involvement is the main ingredient in effective, long-term early childhood intervention. During the home visit, the home teacher demonstrates how the parent is to teach the child during the week, and baseline data are recorded. The parents then model the teaching process for the home teacher and a system for recording child performance is determined. Three to four prescriptions are left weekly and parents continue to teach the child daily and to record the child's progress. On the next home visit the home teacher records postbaseline data on each task, which serves as the basis for weekly curriculum modification.

A new aspect of the Project is the Portage Parent Program, a systematic parent-training component to improve parental skills in the teaching and child-management domains. During the regular home-visit session, instruction is provided for the parent as well as the child.

assurances/claims

The children in the project (mean I.Q. 75) gained 15 months in an eight-month period as measured by Cattell Infant Test and Stanford-Binet. Another showed that greater gains were made by Portage Project children in mental age, language, academic, and socialization skills compared to children receiving classroom instruction. The Portage Project has been replicated in approximately 30 sites which have all demonstrated similar gains.

implementation requirements

Staffing: Three teachers (professional and paraprofessional) and one master teacher (professional) should be employed 100% on the project. It is recommended that resource personnel be available to the staff for assessment and curriculum planning. Facilities/Installation: All instruction takes place in child's home; only facility necessary is small office for storing materials and for staff meetings. Training: Initial training consists of 4-5 days intensive instruction at the replication site. One to two follow-up visits will be scheduled during the year to assess program effectiveness and to evaluate curriculum planning, data collection, and the home teaching process.

financial requirements

Based on a 9½-month school year, per pupil costs average $650. Start-up cost has been estimated as ranging from $775-$1,600 per child per year (data secured from replication sites).

services available

BEH partially funds this project's dissemination activities.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site; contact A. H. (Susie) Frohman at the contact address (adopting site must partially subsidize trainer costs as well as covering own costs). Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses are covered).

contact David E. Shearer, Project Director; Cooperative Educational Service Agency 12; 412 East Slifer St.; P.O. Box 564; Portage, WI 53901. (608) 742-5342.

Developmental Funding: USOE Handicapped USOE JDRP No. 75-75 Approved: 11/10/75

PROJECT PROGRAM FOR CHILDREN WITH DOWN'S SYNDROME (formerly A Model Preschool Center for Handicapped Children: Down's Syndrome Programs)

descriptors

Intervention
Parent Participation
Handicapped Children

target audience

Down's syndrome children, birth to six years of age. (Can be replicated with school-aged children.)

description

A program designed to accelerate and maintain developmental gains of children with Down's syndrome; to give help and training to their parents; to develop a transportable model; and to provide an exemplary demonstration program.

There are five programs in which children and parents participate: Infant Learning; Early, Intermediate, and Advanced Preschools; and Kindergarten. The Infant Learning class provides individualized instruction in early motor and cognitive development for children from birth to 18 months of age. Parent and child come to the center for weekly 60-minute sessions. Training is also continued by parents in the home. Preschool and kindergarten classes meet for two hours four days a week. In addition to a variety of classroom activities that foster physical, personal-social, communication, and cognitive development, each child receives 10-20 minutes of daily individualized instruction in pre-academic and academic skills. Parents participate weekly as teacher aides and data takers, to learn techniques for maintaining the child's progress at home. The Down's Syndrome Performance Inventory is used as an assessment tool and guide for setting curriculum objectives. The skills are developmentally sequenced, and provide a record of the child's performance and progress.

(The Model Preschool Center for Handicapped Children was initially funded by BEH as a center with training, research, and service components. More recently its funding has been for technical assistance and outreach activities. The Center is affiliated with the Experimental Education Unit of the College of Education and the Child Development and Mental Retardation Center at the University of Washington in Seattle.)

assurances/claims

Down's Syndrome Performance Inventory, Denver Developmental Screening Test, Uniform Performance Assessment System, Gesell, Bayley Scales, Stanford-Binet, Peabody Picture Vocabulary Test; also classroom observation. Data show that children served in the Down's Syndrome Programs are meeting and maintaining developmental and cognitive objectives.

implementation requirements

Program emphasis is on strategies and procedures; i.e., regular preschool equipment and materials are used to facilitate development. Access to support services, technical assistance, and resources in the community is necessary, as are visitations to and internships at the project site. Parent involvement is required. The project maintains close contact with the children in adopter programs; data exchange is required.

financial requirements

Costs for four-quarter period: $2,100 per student. Cost includes salaries for qualified personnel, equipment, supplies, building maintenance, and transportation typical of any quality preschool or kindergarten program.

services available

BEH partially funds this project's dissemination activities.

Brochures, assessment materials, program planning guides, and specific staff and parent training programs for teaching a variety of skills are available. Copies are available at cost. Slides and videotapes may be rented or purchased. Visitors welcome by appointment. Project staff may be able to attend out-of-state conferences (expenses are covered). Instructional sessions are regularly available during the summer. Other inservice training can be arranged on request (costs to be arranged).

contact Alice H. Hayden, Director; Experimental Education Unit, WJ-10; Child Development and Mental Retardation Center; University of Washington; Seattle, WA 98195. (206) 543-4011.

Developmental Funding: USOE Handicapped USOE JDRP No. 75-64b Approved: 9/3/75

Compiled Winter 1977

PROJECT RE-ED SCHOOL OF KENTUCKY

descriptors

Management By Objectives
Individualized Instruction
Parent Participation

target audience

Pupils in grades 1-6, of average or above-average academic/intellectual potential, exhibiting characteristics of emotionally disturbed/behaviorally disordered children as defined by state guidelines, particularly age-inappropriate behavior.

description

A short-term plan for the re-education of emotionally disturbed/behaviorally disordered children.

RE-ED School is a regional (seven-county) program intended to provide short-term treatment classes for emotionally disturbed/behaviorally disordered children unable to function in regular classrooms. Its objective is to help such children to achieve just enough reorganization to allow them a higher probability of success than of failure in a regular classroom. The emphasis is on unlearning negative behavior patterns and learning positive ones. Meetings with parents are designed to encourage positive parental behaviors and management.

Individualized academic and behavior-change programs, based on problem identification and education pretesting, are employed. Goal-oriented records are kept for each child by a team composed of liaison teacher/counselor, day teacher, children's program specialist, educational specialist, and others.

RE-ED is the only facility in the nation that has taken a mental health concept into an educational setting, and has successfully enjoined the State Department of Mental Health and state and local departments of education to unite for the good of emotionally disturbed/behaviorally disordered children. Children are referred through the local school, with parental permission. The program includes an individual educational plan. These plans begin and end with parental participation, group dynamics, and therapy at a comprehensive care center, if needed. Monthly written reports are sent to the referring teacher regarding the child's behavioral and academic achievement. Parents are involved in child-management programs. Visits to RE-ED by the referring school's counselor, principal, and teachers are geared to keep parents and school secure in the belief that the child belongs to them, and that RE-ED is the least restrictive placement.

RE-ED has an impressive record of stopping downward trends in achievement, and of changing the pattern of failure to one of academic success.

assurances/claims

From 1973-76, 177 RE-ED children were pre- and posttested (Peabody Individual Achievement Test). During an average time of 4.16 months, these children gained at least four months academically. Behavior checklists used to evaluate behavioral change on a weekly basis revealed that 80% of the students had attained behavior satisfactory for adjustment in a normal classroom setting.

implementation requirements

An individual teacher, a school, or a school system can implement the basic concepts of Project RE-ED. Implementation requires awareness activities, training, and consultation. Designated trainers will conduct sessions at adopter site. Adopters may participate in on-site training at RE-ED School, actually seeing RE-ED students and faculty accomplish our objectives. Training sessions will cover our philosophy, objectives, and parent- and student-oriented approaches successfully used to change behaviors.

financial requirements

The cost of material and equipment will vary. We use a wide variety of commercially available materials already found in most classrooms. Staffing according to state requirements.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. On-site visitations are welcome 8:00 a.m.-4:00 p.m. Project staff are available to attend out-of-state awareness meetings at no cost. Training and implementation services are available at both project and adopter sites at no cost. Also available: consultation services and training via telephone.

contact

Donald Alwes, Director or Pallen Nubia Starks, Dissemination Coordinator; Project RE-ED; 1804 Bluegrass Ave.; Louisville, KY 40215. (502) 368-2591, 368-2592.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 39 Approved: 4/9/73

Compiled Winter 1977

5—77350

PROJECT REMEDIATION FOR CHILDREN WITH LEARNING DEFICITS THROUGH PRECISION TEACHING: THE SACAJAWEA PLAN

descriptors

Precision Teaching
Basic Skills
Handicapped Students

target audience

Students of all abilities. Originally approved by the JDRP as a K-3 program, the program now operates as a K-8 program.

description

A precision-teaching model designed to remediate and build basic tool skills through use of these components: (1) screening, (2) identification, (3) remediation, (4) continuous measurement, and (5) data-based decisions.

The overall intent of the Precision Teaching Project has been to develop a model for the delivery of educational services to elementary students who have been identified as experiencing learning deficits. Precision teaching procedures have been used not only to identify these students, but also as remediation tactics. ("Precision teaching" is a set of measurement procedures that is based on direct and daily assessment.) A resource room was provided for students with more severe learning deficits, while the regular classroom dealt with basic skills and minimal problems. One-minute practice sheets were used extensively as a means of building basic tool skills to a level where the student could compete within the regular classroom. Direct and daily measurement procedures were employed, using both the manager and the student for recording and charting. Curricular decisions were based on available data.

Resource teachers as well as regular classroom teachers use precision teaching procedures, which include curriculum materials developed within the project. Instructional methods include one-minute practice sheets from the Precision Teaching materials bank and data-based decisions made from the standard behavior chart.

assurances/claims

Of the 19 experimental-control-group comparisons analyzed in 1973 using standardized achievement tests and one-minute probes, 15 of the experimental groups were superior on the posttest. In 1976, a follow-up study of the students identified and remediated in 1973 showed the experimental group still superior to the control group in 79% of variables measured. Regular classroom data also available.

implementation requirements

An adoption commitment can be made by any unit, such as a district (urban/rural), school building, or classroom. Units for on-site training purposes should be limited to approximately eight people, including an administrator and a support person (e.g., psychologist), along with several regular and/or special-education teachers. Three days' on-site training at the developer site is required, with three additional days for follow-up training. Equipment costs are minimal and, in most cases, existing facilities can be used. Units would be required to implement the major components noted under Description.

financial requirements

(1) One Precision Teaching Materials Notebook per unit (includes 500 of the most-used practice sheets), $15 (copies can be reproduced); (2) Other curricula (practice sheets), 5¢/copy, plus postage; (3) One-minute timer or stop watch (optional); (4) Chart paper, $30/ream; (5) Washed X-ray film, $35/package of 30; (6) Exportable Training Packet, $4.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome by appointment. Training is conducted at the project site with follow-up at the adopter site. Awareness training is conducted out-of-state (costs to be arranged). Project staff are available to attend out-of-state conferences or workshops (costs to be arranged).

contact Ray Beck, Project Director; Precision Teaching Project; Special Education Center; 801 2nd Ave. North; Great Falls, MT 59401. (406) 791-2270.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-25 Approved: 5/6/75

Compiled Winter 1977

PROJECT THE RUTLAND CENTER -- DEVELOPMENTAL THERAPY MODEL FOR TREATING EMOTIONALLY DISTURBED CHILDREN

descriptors

Psychoeducational Processes
Developmental Psychology
Emotionally Disturbed Children

target audience

Severely emotionally disturbed or autistic children birth to 14 years of age, their families, and teachers.

description

A community-based psychoeducational facility which offers a developmental curriculum to severely emotionally disturbed or autistic children from birth to 14 years, their parents, and teachers.

The Rutland Center Developmental Therapy model is the result of eight years of intensive effort by the Rutland Center staff. Developmental Therapy is a therapeutic curriculum for social and emotional growth. It is used in a classroom setting with five to eight individuals in a group and is based on the assumption that young disturbed or autistic children go through the same stages of development that normal youngsters do, but at a different pace. The curriculum guides treatment and measures progress by focusing on the normal developmental milestones which all children must master. By doing so Developmental Therapy has established itself as a "growth model" rather than a "deficit model." The model is composed of four curriculum areas (behavior, communication, socialization, and pre-academics) arranged in five developmental stages, each requiring different emphases and techniques. Special services to parents are an integral part of the approach. Developmental Therapy also emphasizes concurrent placement with nonhandicapped children. This "school followthrough" aspect of the model requires that regular school experiences mesh smoothly with intensive Developmental Therapy experiences.

In response to P.L. 94-142, two resources are available which emphasize how to plan, implement, and evaluate an Individualized Education Program (IEP) using the developmental approach. (1) The National Technical Assistance Office offers four types of technical assistance to the Rutland Center Developmental Therapy model to treat severely emotionally disturbed preschool children. This assistance, including information dissemination, program planning and design, training, and program evaluation, is provided through site visits and exchanges of audiovisual materials. (2) The Developmental Therapy Institute uses the Rutland Center Developmental Therapy model to provide on-site, year-long training assistance to individuals, schools, and agencies concerned with personnel training for school-age severely emotionally disturbed and autistic children. The institute staff provides assessment of training needs, designs an inservice instructional sequence suited to agency and trainee needs, and implements the training program at the agency site with periodic visits.

assurances/claims

The model assumes five distinct stages. Progress through stages is measured by the Developmental Therapy Objectives, 146 statements outlining a sequence of developmental milestones. Mastering these objectives makes normal growth possible. Each child's treatment focuses on appropriate objectives, and children are grouped by similar major objectives. Data collected clearly show sequential mastery and steady progress by children.

implementation requirements

Agencies interested in adopting the Rutland Center Developmental Therapy model must (1) use the Developmental Therapy curriculum, including concurrent placement in a normal setting whenever possible; (2) provide referral, intake, and diagnostic services; (3) provide a minimum of one supervisor, two teachers, and two support personnel; (4) arrange for release time for the training; (5) include parents and regular teachers in the treatment process. Travel expenses are negotiated separately as these costs are relative to the number of instructional staff and on-site visits needed and the distances involved.

financial requirements

The cost of the program in fiscal year 1977 was $797 per child, including diagnostics, services to parents and children, teachers, and program evaluation. Cost based on operating the 24 centers supported totally by state funds. (Georgia Psychoeducational Center Network.) Cost of model implementation in other states ranges from $800-$2,000 per child.

services available

BEH partially funds this project's dissemination activities.

Written and audiovisual materials describing the model are available. Rutland Center welcomes visitors by appointment. Training is conducted both at the Center and out of-state. Staff can attend out-of-state conferences depending on focus and audience.

contact Mary M. Wood or Anthony G. Beardsley; Division for Exceptional Children; Univ. of Georgia; Athens, GA 30602. (404) 542-1685, ext. 76.

Developmental Funding: USOE Handicapped USOE JDRP No. 75-63 Approved: 9/3/75

PROJECT

PROJECT SHARE: Sharing High Yield Accountability with Resource Educators

descriptors

Basic Skills
Diagnostic Teaching
Learning Disabilities

target audience

Administrators, teachers, and tutors responsible for education of students with specific or multiple learning disabilities. Emphasis is on preschool through grade 8.

description

An instructional process for remediation of basic skills in learning disabled students in mainstream education.

Project SHARE is a process. Its special education systems design meets needs for individualized instruction, mainstreaming, and accountability. The basic format for serving students in reading, spelling, and math is behavioral. Diagnosis, prescription, monitoring, and evaluation employ precision teaching techniques. Project-designed task ladder guides pinpoint a student's instructional starting point. A student's best learning mode and his most-handicapping learning modes are quickly identified. Skill efficiency and accuracy are determined -- a Project SHARE key difference.

Field-determined minimum basic-skill rates have been established. Daily performance measures by the teacher or student provide an ongoing diagnostic-prescriptive process. The SHARE process speeds remediation of basic skill learning and produces cost-effectiveness data. Computerized evaluation is available.

Average gains for learning disabled students have been 1.3 grade levels in reading in 26 hours of teaching and a 1.3 grade-level gain in math in 31 hours.

assurances/claims

Product evaluation based on test-retest information, beginning and end performance rates by level of difficulty, and subjective evaluation of the referring teacher. Evaluation was conducted on an average number of 1,200 students in a rural Special Education Cooperative in Minnesota, 1970-75. Evaluation computerized by International Management Systems, Kansas City, KS.

implementation requirements

On-the-job training is given in diagnosing skill deficiencies and best learning modes, pinpointing the beginning instruction objective, selecting and adapting appropriate materials, and interpreting effectiveness from behavior charts. One-to-one tutoring is used primarily. The session is highly structured, but the tutor operates freely within the planned structure. Three adoption training sessions, with practice between them, are most effective. Ten trainees maximum per session. Various follow-up options are possible.

financial requirements

Costs will vary with available staff, and are minimal -- no more than $5 per teacher.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome by appointment. No training is conducted at the project site. Training is conducted out-of-state (project staff expenses must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact

Marvin Hammarback, Director, or Fay Hammarback, Coordinator; Project SHARE; R. R. 1; Hendrum, MN 56550. (218) 784-4826.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-31 Approved: 5/12/75

PROJECT

PROJECT SUCCESS FOR THE SLD CHILD

descriptors

Learning Disabilities
Teacher Education
Language Arts

target audience

K-9 pupils with specific language disabilities.

description

A prescriptive program and classroom delivery system for K-9 pupils with specific language disabilities.

Project Success provides a prescriptive program and classroom delivery system operating in three areas: (1) structural linguistic language program with a multisensory approach, integrating all aspects of language -- reading, writing, speaking, and listening; (2) motor perception training and adaptive physical education, emphasizing the relation of movement to learning in areas of muscular strength, dynamic balance, body awareness, spatial awareness, and temporal awareness to develop the capacity to make efficient and effective use of the body; and (3) technique modification in other curriculum areas to allow SLD students to capitalize on strong modalities. This individualized learning program will keep the child functioning in an adequate manner within the educational mainstream.

assurances/claims

A copy of our validation report is available upon request. Project Success was evaluated for five years. The data was designed to test each project objective.

implementation requirements

Implementation varies depending upon the needs and outcomes desired by the school. As a mainstream approach no additional staff is needed. Training of the teachers using the project is approximately 25 hours. The Project Success Adoption Manual defines the adoption process related to different kinds of adoptions.

financial requirements

Cost varies according to: (1) materials the school already has; (2) the level of adoption; (3) the number of students included; (4) type of adoption desired.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Staff may attend a limited number of awareness sessions. Training is available at the adopting site and the project site. Materials may be purchased by interested adopters.

contact

Richard Metteer, Director; Project Success; Wayne Middle School; 312 Douglas; Wayne, NB 68787. (402) 375-2230.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 14 Approved: 4/9/73

Compiled Winter 1977

PROJECT

PROJECT SUCCESS: Handicapped

descriptors

Handicapped Children
Basic Skills
Tutors

target audience

Children with reading, math, handwriting, and self-management difficulties, grades K-6.

description

Low-cost academic and self-management programs for handicapped elementary school students.

Project Success provides instructional service to handicapped students within a fully integrated educational program. A learning specialist works as a staff member in each of the district's four elementary schools, assisting regular program staff in identifying and serving handicapped students. Assistance is provided to students identified through continuous (weekly) progress checks in basic academic, social, and self-management skill areas. Handicapped students are then given instructional and/or motivational assistance by teachers, peers, high school tutors, aides, or parents using instructional packets designed for this purpose. Upon successfully mastering the skill, students are tracked to assure continued success.

The intensive use of nonprofessional personnel for assessment and service delivery required a systematic approach to training. Each volunteer participant demonstrated competency in both assessment techniques and assistance program training packets. Direct instruction training procedures included modeling for these personnel during training and direct observation in the classroom.

assurances/claims

Standardized test evaluation (Wide Range Achievement Test) in each of three years of operation indicated that participating students made statistically significant gains beyond expected normal grade equivalent growth per month during treatment period.

implementation requirements

If all academic and self-management programs were adopted in a district, at least one certified person per elementary building (every 450 students) would be needed. To operate only academic programs, one half-time certified person and one aide per building served would be needed.

financial requirements

Start-up cost for both assessment and assistance components averaged $4 per pupil. The per-learner operational cost for various assistance programs (based on 200-300 pupils) was approximately $14 per month. Complete commercial (Edmark) tutoring classroom package for 10 students costs $300. Replacement costs for consumable items will be approximately $37.50 for ten students per year.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome by appointment. Training may be conducted at the project site (adopting site must cover all trainer costs as well as covering own costs). Training may be conducted out-of-state (exemplary project staff costs must be paid). Project staff may be able to attend out-of-state conferences (expenses must be paid).

contact

Ronald Smith, Director of Special Services; North Kitsap School District No. 400; 150 High School Road South; Poulsbo, WA 98370. (206) 779-3971.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-28 Approved: 5/7/75

section II

programs that have been adapted for use with the handicapped

PROJECT ADULT PERFORMANCE LEVEL STUDY (APL)

descriptors

Basic Skills
Performance Based Education
Functional Illiteracy

target audience

Program is intended for students and teachers. Assessment items for high school students and general English-speaking population over 18. Complete and/or supplementary curriculum materials for under-educated adults with clear implications for elementary and secondary curricula. Learning activities assume a basic sight vocabulary and ability to add and subtract two-digit numbers.

description

A competency-based system of education that combines diagnosis, prescription, teaching, evaluation, and possible credentialing of life-coping skills.

Project research specified minimum competencies an adult must possess to function successfully and measured those competencies. Using these research findings, APL offers awareness and technical assistance, and staff development at any or all of these levels: (a) competency-based education as concept; (b) competency-based curriculum; and (c) competency-based high school diploma program.

Based on the objectives identified by APL research, the curriculum applies reading, writing, speaking-listening-viewing, problem-solving, and interpersonal-relations skills to the knowledge areas of consumer economics, community resources, health, government, and law, and occupation. For instance, adults might learn to read job descriptions or open savings accounts. The total curriculum consists of 41 modules. Each module includes student, teacher, and media notebooks, which provide activities and materials needed. Reading materials are provided for basic- and intermediate-level learners, supplemented with filmstrips and cassette tapes. A pre- and post-diagnostic instrument for each module is also included.

Since October 1975, the APL Competency-Based High School Diploma Program has offered adults a totally competency-based alternative to the conventional four-year high school program and to the General Educational Development Test. Adults can earn regular high school diplomas by demonstrating competencies gained through a life-skills-oriented adult education program in combination with those gained through experience. The basic steps to the competency-based diploma are: (1) placement tests; (2) competency-based curriculum (if indicated by scores on placement tests); (3) series of life-skills activities; and (4) demonstration of an entry-level job skill or college-entrance-level academic skills or skills in Home Management/Maintenance.

Once clients have satisfactorily completed the above program they are eligible for the diploma. Response to this highly individualized program, from students and implementers alike, has been enthusiastic.

assurances/claims

Incomplete data at present. Results indicate very low attrition rate (11%) among nine APL Competency-Based High School Diploma Program sites. More evaluative data will be available at end of fiscal year.

implementation requirements

The APL curriculum can be adopted by a unit as small as one teacher who functions as counselor/teacher. The APL Competency-Based High School Diploma Program can be adopted by as small a unit as two persons -- one functioning as counselor/teacher and a second as assessor. The critical point for all implementers of any aspect of the APL program is the necessity for thorough pre-implementation training conducted by the APL staff.

financial requirements

Materials: Set of 41 curriculum modules, $775; optional slide/tape awareness presentation, $50; annotated bibliography, manuals for operation and assessment for the APL Competency-Based Diploma Program, and Scope and Sequence book, $5 each; ACT surveys (25), $37. No equipment is required that is not usually found in classrooms. Staffing: reassignment of existing personnel generally suffices.

services available

An NDN-funded Developer/Demonstrator project.

All materials, training, and a follow-up visit to the adopter site are available. This year, the project can provide materials/training to only one adopter site per USOE Region. Seventeen Texas adoptions are available as demonstration sites; visitors are welcome by appointment. Project staff are available to attend out-of-state awareness conferences. Training and implementation services are provided at project site and adopter site. (Costs to be arranged.) D/D has funds to subsidize expenses for one APL staff member for two days for a follow-up visit to adopter site.

contact

Elaine Shelton, Director; APL 3-D Project; University of Texas, Continuing Education; P.O. Box 7700; Austin, Tx 78712. (512) 471-4623.

Developmental Funding: USOE BOAE USOE JDRP No. 75-13 Approved: 3/25/75

Compiled Winter 1977

PROJECT ALPHAPHONICS: Reading Readiness Training Program

descriptors

Beginning Reading
Self Concept
Bilingual Education

target audience

Students at all ability levels in preschool, kindergarten, and primary grades. Has been used successfully with bilingual children, children with learning disabilities, and children from a wide range of income levels.

description

A 26-week success-oriented reading-readiness program employing an organized phonics system, to be used as a foundation for any reading system or program.

Alphaphonics increases reading achievement by promoting the acquisition of basic readiness skills while it helps children develop positive academic self-images. The program utilizes repetition, discovery, mystery, and memory aids. It stresses both positive reinforcement and a belief in the ability of each child to succeed. It combines frequent repetition of letter sounds, systematic review, and immediate correction or confirmation of children's responses with a game-like presentation of materials and a great deal of positive feedback from the teacher. The necessary repetition is made interesting by the presence of Astro, an imaginary friend from outer space. Astro's Bag, an essential program prop, contains lesson materials for the day and stimulates curiosity on the part of the children. The children believe Astro is the source of food reinforcements and badges awarded to them each week. Astro also displays feelings of happiness, sadness, fear, excitement, and frustration, thus enabling the children to identify with him.

An Alphaphonics lesson lasts about 30-45 minutes every day. It can be used for large-group instruction, small-group enrichment, or individualized programming. The children begin an individualized reading program while they continue with the Alphaphonics lessons. The first part of an Alphaphonics lesson consists of a lively class discussion during which the teacher presents the day's worksheets. The teacher then works individually with students who need enforcement or enrichment. Alphaphonics does not require the use of a teacher aide, although the use of aides allows increased individual attention to each student.

The Alphaphonics manual is used as one of two basic texts for "What Do You Expect?" the ITV Consortium Television training program developed for teachers, parents, and aides by Dr. Lenore Jacobson.

(Cited by the National Right to Read Effort as one of 12 exemplary reading programs.)

assurances/claims

The program was measured by annual standardized tests of reading readiness and reading achievement. At the end of kindergarten and grades 1, 2, and 3, the Alphaphonics group scored significantly higher than control groups. Details of study available from project.

implementation requirements

The program can be implemented in a typical classroom using regular teachers. A one-day training session is highly recommended. The only materials that must be purchased are the Alphaphonics manual and Astro's Bag; optional materials are useful and are recommended.

financial requirements

Alphaphonics manual including Astro's Bag (one per classroom), $32.94; one-day training (cost of trainer's transportation and per diem only).

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome by appointment. Project staff are available to attend out-of-state awareness conferences (cost to be negotiated). Training and implementation services are provided at project site or adopter site (cost to be negotiated).

contact

Gretchen Ross, Project Director; Alphaphonics; Ponderosa School; 295 Ponderosa Rd.; South San Francisco, CA 94080. (415) 588-8082.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-15 Approved: 2/26/74

Compiled Winter 1977

PROJECT PROJECT CATCH-UP

descriptors

Reading
Mathematics
Diagnostic Teaching

target audience

The originating site serves students in the lowest quartile in reading or math, grades K-8. Adopting sites successfully have extended the laboratory to serve students at other achievement levels and in grades K-9.

description

A diagnostic/prescriptive laboratory program in reading and/or math.

Project Catch-Up is a laboratory program designed to provide remedial instruction to improve the achievement in reading and/or math skills of children who test in the lowest quartile in these areas.

Classroom and laboratory teachers work closely to (1) identify program participan s, and (2) formulate a laboratory schedule that does not cause any child to miss reading or math in the regular classroom.

Laboratory teachers identify individual needs by means of diagnostic testing. They then select materials and methods to meet the child's needs from a wide variety of high-interest resources available in the laboratory. Children spend an average of one-half hour per day in the laboratory, in groups of one to three working with the teacher on skill deficiencies. The program is designed in such a way that each child experiences success, and moves toward the acquisition of more difficult skills armed with increased confidence.

A wide variety of easily-available instructional materials and equipment, selected by project teachers, is available in the laboratory. Results can be achieved with limited resources if a diagnostic-prescriptive method is used in a success-oriented environment. Staff have identified materials according to priority.

With a few well-developed techniques, teachers have made participating children feel that the lab is "their lab" -- to such a degree that it has become necessary to have guest days to satisfy the desire of other children to participate even in a small way in the laboratory. Project Catch-Up's special events for parents consistently draw more parents than any other school function.

(This project has been described in a Project Information Package.)

assurances/claims

The project utilizes pre- and posttesting (CTBS reading and math). For the past five years, the median student has consistently gained 1½ months in reading and math skills for each month in the program (data validated by RMC). Originating-site students are low achievers in a low-income urban community. Similar gains by adopters in rural and middle-income schools have been validated. (Annual evaluation data available.)

implementation requirements

A school district interested in adopting or adapting Project Catch-Up should be able to: (1) provide a laboratory of any size (we started in a closet, but at present have a classroom); (2) administer diagnostic tests to participating children; (3) provide professional instruction to meet diagnosed needs; (4) use high-interest materials insofar as they are available. The project can be adopted for a grade level or a school. It can offer reading instruction, math, or both.

financial requirements

Tests and Instructional Materials: $4.50-$20 per child, depending on funds available. The project itself sells no materials; all are commercially available and thoroughly tested; many are already found in most schools. Equipment: three high-interest instructional machines, maximum cost $250 per laboratory; most schools already have at least one such machine. Staff: staff needs may be met with a reassignment of personnel in any school with Title I funding.

services available

An NDN-funded Developer/Demonstrator project.

Visitors welcome by appointment. Awareness materials, other sample materials, and technical assistance in securing funding are available at no charge. Staff are available for out-of-state awareness conferences (costs to be arranged). Inservice available at project site and out-of-state (costs to be arranged). A PIP (a complete three-ring binder prepared through the United States Office of Education) is available for school districts that want a step-by-step guide to adaptation.

contact

Fay Harbison; Newport-Mesa Unified School District; 1601 Sixteenth St.; Newport Beach, CA 92660. (714) 556-3300.

Developmental Funding: USOE ESEA Title I USOE JDRP No. 34 Approved: 4/4-5/73

Compiled Winter 1977

PROJECT

CHILD STUDY CENTER (CSC): A Validated Pupil Personnel Services Demonstration Project

descriptors

Interdisciplinary Approach
Learning Disabilities
Special Education

target audience

Children from kindergarten through middle school who exhibit multiple symptoms associated with learning and/or social behavior problems.

description

A pupil services delivery system to assist children with learning problems to achieve gains in intellectual performance, basic skill acquisition, and personal/social functioning.

Because of the multi-causation factor present for many children with learning problems, the CSC concept was developed on the premise that the solution to such problems lies in an interdisciplinary team approach which focuses on the whole child in a single referral setting. These troubled children need to receive comprehensive, in-depth diagnostic and remedial services so that they can become more effective and efficient learners. CSC embraces the disciplines of education, psychology, social work, and speech pathology with consultation from medical and other community professions. The purpose is to provide the diagnostic, prescriptive, and consultative intervention necessary for these children to experience success. The diagnostic study encompasses intellectual, physical, social familial, emotional, and communication factors affecting learning. The key ingredients for implementing this program are the exchange of information and the active cooperation among Center, school, home, and community resources.

Major activities of the Center include conducting an in-depth study of each child and developing composite diagnoses and prescriptions for remediation. The interdisciplinary Child Study Team has served as a model for staffing teams who develop Individualized Educational Plans (IEP) for students with special needs.

(The Developmental Play, DP, and Positive Alternatives to Suspensions, PASS, are affiliate projects of the Pupil Personnel Services Demonstration Project.)

assurances/claims

On posttest scores, participating children gained in: (1) intellectual functioning as measured by the Wechsler Intelligence Scale for Children; (2) learning abilities as measured by the Detroit Tests of Learning Aptitude; (3) reading achievement as measured by the Gilmore Oral Reading Test; and (4) productive social/emotional behavior as measured by Teacher and Parent Rating Scales.

implementation requirements

The adopting district must have a minimum of four pupil services and exceptional student education personnel from different disciplines with a motivation to become an effective team for children with multifaceted learning problems. This potential Child Study Team must become familiar with the Child Study Center Manual. A visit to the project site for training is recommended.

financial requirements

The per-learner start-up costs of $22.86 are one-time expenses and are computed on the projected number of students to be served during the first three years of operation. The per-learner monthly opertional costs of $42.21 include the salaries of all Center personnel. Adopters are encouraged to consider reallocating human resources to minimize financial expenditures.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopting site pays only their own costs). Training is conducted out-of-state (exemplary project staff costs must be partially subsidized). Project staff can attend out-of-state conferences (expenses must be partially subsidized).

contact

Ralph E. Bailey, Director; Pupil Personnel Services Demonstration Project; All Children's Hospital; 801 6th Street South; St. Petersburg, FL 33701. (813) 821-5260 or 442-1171.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-116 Approved: 12/6/74

Compiled Winter 1977

PROJECT CLASSROOM INTERVENTION: Individualized Basic Skill Reading Program

descriptors

Disadvantaged Schools
Individualized Instruction
Student Motivation

target audience

Pupils grades 1-6. Although developed for disadvantaged student population, this program can be used for any comprehensive elementary school reading program.

description

An individualized reading program intended to increase the basic skill reading-achievement levels of inner-city students.

Each student is individually assessed and placed at a level where he/she can function effectively with the curricular materials being used. The student's progress is continuously measured and his/her successes are immediately reinforced. The program is conducted within the regular classroom, utilizing any number of basal reading series. Classroom instruction is coordinated with supportive drill for remedial students in a separate "intervention" classroom. A teacher and an instructional aide are responsible for program individualization within each classroom. This program, according to validators, provides teachers with an accurate assessment of each student's reading skills on a day-to-day basis. Curricular programs are coordinated across grade levels to eliminate student frustration as a result of changing instructional strategies from one grade level to another. The validators judged the program to be inexpensive to implement and highly motivating for participating students due to its use of contracts and self-correctional procedures, and to the built-in success factors of the program.

The Classroom Intervention Project has three major objectives: (1) attainment of a year's growth per year in regular inner-city classrooms; (2) attainment of a .8 growth in reading per year with contained classes for the educable mentally retarded and learning language disabled; (3) development and implementation of an intervention-center classroom to provide supplementary reading services functionally related to each student's regular reading program, so that underachievers acquire reading skills at a rate of 1.0 gain per year.

assurances/claims

Regular students more than doubled their average reading gain, averaging 1.29 years' growth via a pre/post Metropolitan Achievement Test. Similarly, 63.68% of 121 students gained a year's growth or more in reading. Special-education students across two project years averaged 1.09 years' growth. The resource room, serving severely disadvantaged readers, produced 1.35 years' gain per student.

implementation requirements

The basal reading series that have been converted into the individualized management system include: Ginn 360 series, Lippincott series (1968-73 and 1975), Sullivan Associates programmed readers, Plus-Four booster series, Houghton Mifflin 1976 series, and Holt-Rinehart-Winston 1973 series. (Ginn 360 and Lippincott series have been primary choices, since they are more commonly available and offer a wider breadth of skills and range.) Adoptions are easier for schools that utilize a curricular series for which the individualized management system has already been developed.

financial requirements

Three major costs are: (1) curricular material (costs can run as high as $11.03 per student, if no basal reading series are available); (2) aide time during reading (ran $32.70 per student in Seattle); (3) program maintenance (approximately $5 per student). Most of the curricular costs are first-year start-up expenses.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials are available. Visitors are welcome anytime. Training is conducted at the project site (adopting site pays only their own costs). Training is also conducted out-of-state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

contact Wayne E. Foley or Robert B. Hamilton; 615-12th Ave. South; Seattle, WA 98144. (206) 587-6371.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-77 Approved: 11/10/75

Compiled Winter 1977

PROJECT CONCEPTUALLY ORIENTED MATHEMATICS PROGRAM (COMP)

descriptors

Mathematics
Basic Skills
Cross Age Teaching

target audience

Students of all abilities, grades 1-8.

description

A sequential, small-group mathematics program designed to meet the needs of all children.

The Conceptually Oriented Mathematics Program is a management system that provides a list of sequential skills to be mastered in each of the basic skills areas. It is designed to meet individual needs through small-group instruction.

Students are tested to determine their individual strengths and weaknesses, and are grouped accordingly. The program provides continuous progress through 25 instructional levels. Ten broad concept areas are developed through these 25 levels. Each level has been broken into two or more steps. (Step Z in each level provides additional materials for the highly-motivated student.)

The program utilizes cooperative planning and teaching. The ideal instructional situation is one in which each teacher has no more than two instructional groups. It is the intent of the program to encourage teachers to be creative in their teaching, and to adapt it to the learning styles of their students.

assurances/claims

Level of achievement in mathematics (as measured by standardized tests) has shown marked improvement compared with previous scores.

implementation requirements

(1) One day of training prior to the implementation of COMP. All teachers and administrators involved in the program should attend.
(2) One day of technical assistance during the school year. Adopting school's needs will determine date.
(3) A staff member should be designated as contact person and coordinator fo the project.

financial requirements

Exclusive of textbooks and the coordinator's salary, the basic costs are: an average of two guidebooks per teacher, at $7.75 per book, including postage and handling; and the cost of reproducing tests. Additional materials for instruction and enrichment can be added as finances are available.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Arrangements can be made for visitors to see COMP in action in several adopter schools. Training will be conducted by a consultant from Project COMP at adopter site only (costs to be arranged). Staff members will be available to present COMP at out-of-state conferences (costs to be arranged).

contact

Alta M. Harness, Director; COMP Consultants, Inc.; 1414 I-70 Drive S.W.; Columbia, MO 65201. (314) 449-0881.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-114 Approved: 12/6/74

Compiled Winter 1977

PROJECT COPE: Cognitively Oriented Pre-Primary Experience

descriptors

Early Childhood Education
Educational Disadvantagement
Learning Disabilities

target audience

Pre-Primary students in pre-kindergarten, kindergarten, and transitional first grade. Children from low- and middle-income families, including those with developmental lags and learning disabilities. Program materials are sequential in nature.

description

A comprehensive pre-primary curriculum and management system that provides for individualized developmental growth and learning of basic readiness skills.

COPE's wide range of activities and objectives (2-6 years developmentally) make it effective for use with pre-primary children from varied socio-economic backgrounds and with varied learning needs.

The program is diagnostic/prescriptive. Based on the child's skills and development at entry he/she works through a series of activities to reach more and more advanced objectives. The 850-page curriculum, with its well-defined, step-by-step, closely sequenced levels, is extremely helpful in both determining a child's needs and in stimulating outstanding intellectual, language, and socio-emotional growth. Each level is essentially a mini-lesson plan complete with objective, materials, method, and evaluation. Children pursue the objectives through individualized, small-group and large-group instruction, as well as in free-inquiry situations.

The curriculum consists of two volumes: the Developmental curriculum contains levels in the areas of perceptual-motor, conceptual-language, and socio-emotional development; the Achievement curriculum contains units of instruction in the areas of reading, math, science, social studies, and health/safety.

Teachers and paraprofessionals who attend a COPE workshop not only learn to use the curriculum materials but come to understand a complete classroom management system that helps them put the program to use in their own particular teaching situations.

assurances/claims

In data collected from 1972-75, participating children demonstrated an average gain of 2.98 months per month of attendance as measured on the Slosson Intelligence Test, equivalent to about three times the normal rate of growth. Comparable gains were shown in testing for language development and in socio-emotional development.

implementation requirements

Program may be implemented in individual classroom, single school, or district-wide. Attendance at a full two-day workshop is necessary for any teacher wishing to implement program and management system. Workshops are most often conducted at district or regional sites with administrators and paraprofessionals frequently attending with teachers. Workshops are also conducted at demonstration site. Facilities, space, and instructional equipment required are those typically found in most elementary schools.

financial requirements

One copy (two vols.) of COPE curriculum required per classroom at cost of $36 per set. Workshop handouts necessary for all participants at cost of $8 per person. Wide variety of inexpensive materials may be used with curriculum and can be either teacher-made or are commercially available.

services available

An NDN-Funded Developer/Demonstrator project.

Printed awareness materials and filmstrip providing program overview available at no cost. Project staff available for awareness presentations at out-of-state conferences and requested sites. Visitors always welcome at original demonstration site and at others, both out-of-state and in-state. Training and implementation services are offered at either project site or adopter's site. The recipient state or LEA shares part of or pays all D/D travel and per diem. COPE curriculum materials at present may be obtained only through attendance at a training workshop.

contact Russell A. Dusewicz, Director, or Mary Alice Felleisen; Project COPE; Educational Development Center; 110 West Rosedale Ave.; West Chester, PA 19380. (215) 436-2517 or 436-2529.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-49 Approved: 5/16/75

PROJECT DALE AVENUE EARLY CHILDHOOD EDUCATION PROJECT

descriptors

Developmental Stages
Educational Diagnosis
Individualized Instruction

target audience

Pre-kindergarten through third grade. The program may be used in rural, suburban, and urban areas, because it is based on developmental norms, provides a management system for individualization, and leads to proficiency in the basic skills. Has been used both in regular classrooms and for remediation.

description

A performance-objective, individualized curriculum for pre-kindergarten through third grade.

The Dale Avenue Project provides an ongoing needs assessment and skeletal curriculum for children in pre-kindergarten through third grade in the ten areas of: Listening, Naming, Observing, Speaking, Writing and Motor Skills, Perceptual Motor Skills, Encoding/Decoding, Math, Classification, and Seriation.

Constructed from a base of a sequential, developmental, skill-oriented array of Performance Objectives, this program provides (1) a pre- and posttest mechanism; (2) a minimal curriculum; (3) a device for grouping, individualizing, record keeping, parent reporting, and summarizing the year's skill mastery.

Students on any ability level profit from instruction in the program. At pretesting, the developmental level of each student is assessed in every one of the ten areas. Students then begin wherever they "are," and progress at their own rate. Specific reporting to parents regarding the student's progress through the Performance Objectives is done at parent-teacher conferences.

The Dale Avenue Project supports a wide variety of teaching styles, but room arrangement should allow for flexible grouping and continuous regrouping. Much of the teaching is accomplished through games and learning stations which utilize individual or small-group instruction; peer-group teaching is encouraged. A new publication, 100 Sequential Skill Stations, provides the teacher with instructions for making 100 learning stations which are keyed-in to specific Performance Objectives.

The program can incorporate a unique 45-minute reading program which homogeneously groups children with specific needs with classroom teachers, aides, or special-area teachers.

Parent participation is encouraged at the understanding level; parents are trained to act as classroom tutors and to help with materials construction.

assurances/claims

Evaluation data show that participants in the Dale Avenue Program make gains in I.Q. which bring mean of group to national norm by end of kindergarten. These gains are maintained through fifth grade. The participants in the program are at national norm in reading and math by first grade, and mean of group is still at or above national norm by fourth grade.

implementation requirements

The decision to adopt the Dale Avenue Project should be made jointly by administrators, teachers, and parents. All those involved in implementation should participate in training. One adopter staff member should be designated to act as contact between trainer and school after training is completed. It is helpful if the school principal agrees to act as program monitor during the first two years of implementation. Program implementation requires at least two years. The project is placed in kindergarten and first grade during the first year of implementation, and can be adopted in second and third grade the second year.

financial requirements

The costs of replicating the program are basically those of staff training and follow-up monitoring. After the initial start-up investment of $36 per classroom teacher for materials, and the cost of staff training, the program's maintenance should not require an increase in the current operating expenses of most districts. Other materials that enhance the program are usually found in an early-childhood classroom.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Project staff are available to attend out-of-state awareness meetings. Training is conducted for a 2½- or five-day period at adopter's site only (cost to be arranged). During the first year of implementation, trainer should return to adopter's site for at least two support monitoring visits. Demonstration sites: Dale Avenue School, 21 Dale Ave., Paterson, New Jersey; Delta School District, Delta, Colorado -- contact L. Livingston at (303) 874-4438.

contact Helen B. Hanson, Dale Avenue NDN Disseminator-Trainer; 319 Washington Street Mall; Cape May, NJ 08204. (609) 884-2092.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 13 Approved: 4/16/73

Compiled Winter 1977

PROJECT DEVELOPMENTAL PLAY (DP)

descriptors

Humanistic Education
Early Childhood Education
Teacher Education

target audience

The program has been effective in meeting the needs of small groups of children with learning and social behavior problems. It may offer greater potential for larger groups of normal children in the 2-6 age group.

description

A training program for adults who wish to work with young children in a relationship-focused activity-based intervention program.

Developmental Play is both a relationship-focused activity-based intervention program for young children and a training model in child development and behavior for college students, pupil service workers, teachers, parents, and paraprofessionals. Although the focus is on play and not school work, it is a structured program in which participants (first child-to-adult and then child-to-child) get to know each other by having a good time together. In addition to having fun, the children are encouraged to become aware of and to express their feelings. When successfully implemented, the program creates an atmosphere of a large family whose members experience warmth, caring, and openness with each other.

Small groups of children meet together with the same number of adults. Each child is assigned to one specific adult who becomes that child's parent for that one hour. The goal is to stimulate an attachment relationship between the adults and their child just as "good" parents become attached to their child. The rationale is that it is through this attachment process that the child learns the basics for being able to learn "reading, writing, and arithmetic" in a school setting.

Weekly sessions are divided into three parts: individual child-adult play, circle time for group activities, and juice time for closure. Supervision is provided for participating adults to help them analyze their experiences with the children.

(The Child Study Center, CSC, and Positive Alternatives to Student Suspensions, PASS, described in this catalog, are affiliate projects of the Pupil Personnel Services Demonstration Project.)

assurances/claims

Children participating in the DP program one hour per week for a minimum of five months made gains in intellectual functioning as measured by the Wechsler Intelligence Scale for Children. Children in control groups did not make gains.

implementation requirements

Internship training for people with backgrounds in psychology, social work, early childhood education. Follow-up visits to sites. Follow-up and advanced training for leaders. On one level, the DP approach can be utilized as an enrichment program for whole classes K-3 by using the "Circle Time" activities. It is primarily a training program that requires intensive training for the adult leaders.

financial requirements

When implementing DP as a remedial program for small groups of children with learning and social behavior problems, the per-learner start-up costs for a three-year program will be less than $20. There would be no additional per-learner monthly operational costs for a school with the services of an elementary school counselor or psychologist who could devote a minimum of one-half day per week to the program.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopting site pays only their own costs). Training is conducted out-of-state (exemplary project staff costs must be partially subsidized). Project staff can attend out-of-state conferences (expenses must be partially subsidized).

contact

Ralph E. Bailey, Director; Pupil Personnel Services Demonstration Project; All Children's Hospital; 801 Sixth Street South; St. Petersburg, FL 33701. (813) 821-5260.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-116 Approved: 12/6/74

Compiled Winter 1977

PROJECT DIAGNOSTIC PRESCRIPTIVE ARITHMETIC (DPA)

descriptors

Arithmetic
Diagnostic Teaching
Concept Formation

target audience

Students functioning at grade levels 1-6.

description

A basic arithmetic program for children operating at an instructional level from grades 1-6.

DPA is an arithmetic component of a total mathematics program and includes counting, place value, addition, subtraction, multiplication, and division of whole numbers. A diagnostic test is used to identify the students' strengths and weaknesses, both in concepts and skills. Prescriptions are planned using the DPA Teacher's Manual. This manual contains activities for developing and modeling basic concepts as well as reinforcing and practicing the required skills. Each of the more than 75 activities have very specific objectives which relate to the arithmetic instructional sequence and the diagnostic test items. The manual also includes: descriptions of ongoing mathematics experiences (estimations, data collection, and interpretations); simplified record-keeping procedures and devices; classroom management techniques; instructions for designing and developing a variety of teacher-made materials.

DPA can be used in self-contained elementary grade classes as the arithmetic component of the mathematics program or as a co-curricula remediation program (PSEN; Title I). Essentially both approaches are the same. The diagnostic test is administered and the results are analyzed for general trends and specific needs. The data is recorded on the analysis chart, which aids the teacher in forming instructional groups and planning a program. Each student begins at his or her level of understanding. He or she may work with or without the teacher; in a large group, small group, or independently. He or she may use concrete materials for modeling a basic concept and may work with a DPA activity for reinforcing a new skill. Each student may complete a written activity for practice or may help in the school by applying arithmetic to a "real life" situation.

This is a concept-based program which uses manipulatives and physical materials and is adaptable to special education students.

assurances/claims

Each year for the past six years, DPA used the Stanford Diagnostic Arithmetic Test to pre- and posttest approximately 400 participants. The target group was comprised of educationally and economically disadvantaged students, according to Title I criteria. These students achieved an average gain of 15 months in seven months of instruction.

implementation requirements

A district must demonstrate its need and desire for DPA by fulfilling the following responsibilities: (1) submit to DPA a statement of need and an implementation plan for the DPA program in the adopting district; (2) provide for the release of participating teachers and supervisors for three full days of pre-implementation training; (3) employ the diagnostic test as a pre and post instrument and provide DPA with a summary of results; (4) identify a teacher or supervisor who will act as the DPA on-site coordinator and liaison; (5) encourage cooperative planning and exchange among program teachers.

financial requirements

Curriculum and testing material start-up costs are about $5 per pupil or $150 per class. Maintenance costs are usually less than $1 per pupil.

services available

An NDN-funded Developer/Demonstrator project.

Awareness booklets and brochures are available. Arrangements can be made for visitations to the demonstration site, awareness presentations, and mini-workshops. Pre-implementation training workshops (three full days) for teachers and supervisors are conducted at either the demonstration site or the adopter's site. Follow-up meetings for technical assistance are scheduled to meet the needs of the adopting district.

contact Matthew Scaff, Director; Community School District 31; 211 Daniel Low Terr.; Staten Island, NY 10301. (212) 447-3637.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-68 Approved: 9/18/74

Compiled Winter 1977

PROJECT DIVERSIFIED EDUCATIONAL EXPERIENCES PROGRAM (DEEP)

descriptors

Educational Alternatives
Management By Objectives
Teacher Education

target audience

Grades 7-12. The original target group included the apathetic learner, the "discipline problem," the poor attender, and the potential dropout. The model also works well with the gifted, the talented, and the creative learner. In fact, most students function well in the DEEP management system.

description

A new method of organizing and managing an academic classroom.

The major goal of Project DEEP is to develop an instructional process for secondary school classrooms that allows an instructor to create an academic environment emphasizing success for every learner while decreasing learner hostility to educational institutions.

DEEP offers students and instructors a method of organizing and managing an academic classroom that differs from the usual classroom model. Students in the DEEP classroom identify needs, formulate objectives, develop tasks based upon these objectives, present group and individual projects based upon fulfillment of objectives, receive teacher debriefing following presentation of the projects, and participate in their own evaluations. DEEP offers learners in academic subjects alternative ways to create, gather, develop, and display information. Extensive use is made of electronic and nonelectronic media. The role of the teacher is that of advisor, consultant, and learning systems manager. The classroom environment is casual, open, trusting, and task-oriented. A workshop atmosphere exists. Community resources are utilized.

The DEEP classroom is highly structured, but the structure is not the same as in the typical academic classroom. Teachers who demonstrate the ability and desire to change their methods of instruction are trained in the use of these new management techniques. They must be willing to teach one or more DEEP classes along with their regular classes. The teachers are trained as learning facilitators, and the conflict-management process is based on human relations and peer group interaction as well as teacher-student interaction. Once the training has been accomplished, students can be enrolled in the program as part of the normal scheduling procedure. The project provides management charts and materials along with evaluation procedures.

assurances/claims

DEEP students had a 30% lower incidence of absenteeism than did non-DEEP students. The dropout rate significantly decreased compared to non-DEEP classes. Ninety-eight percent of those students completing DEEP classes continued on to graduation. Eighty-five percent of those students enrolled in DEEP classes completed at least six academically sound projects per DEEP class.

implementation requirements

The DEEP classroom management model is adaptable to a variety of school structures. It can serve as an alternative within the traditional high school, junior high school, or middle school, or in a separate alternative school. The management model can be utilized in many academic subject areas, primarily language arts, social studies, and science. The model is adaptable to regular, to modular, or to other types of flexible scheduling.

financial requirements

Paperbacks, magazines, movies, audiovisual equipment, and art supplies are important to the program. Financial costs were determined using blocks of 150 students as a unit. To initiate a DEEP class with all equipment and materials, costs $30 per student. Thereafter, maintenance, upkeep, and materials require $15 per year. Depending on the nature of the district and inservice procedures, the cost of the teacher training is $900 per 25 teachers.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Training may be conducted at the project site, although a three-day training program at the adopter's site is preferred. Follow-up services are provided (one to two days). Costs of training and follow-up may be shared, depending on situation and resources.

contact

Jane Connett, Director; Project DEEP; Wichita Public Schools; 640 N. Emporia; Wichita, KS 67214. (316) 268-7801.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 76-82 Approved: 6/23/76

PROJECT

EARLY CHILDHOOD PREVENTIVE CURRICULUM (ECPC)

descriptors

Diagnostic Teaching
Beginning Reading
Teaching Techniques

target audience

Primarily for identified high-risk first-grade students, but can be successfully used with primary-learning-disabled children, or any child whose prereading perceptual skills development has limited beginning reading ability.

description

A program developing in high-risk first-grade students the perceptual, cognitive, and language skills that they need to respond successfully to beginning reading instruction.

The project focuses on high-risk first-grade students by means of an individualized diagnostic curriculum. (High-risk children are those who have normal capacity to learn, but who begin first grade lacking prereading perceptual skills and exhibit poor concept and/or oral-language development.) Classrooms are established as primary learning laboratories, in which the environment, management, and materials facilitate small-group instruction and independent learning. Teachers receive special training in diagnostic teaching skills, and in individualizing instruction.

Using results of criterion-referenced tests, the teacher prescribes for prereading perceptual needs. Self-correction, self-direction, reinforcement for learning, prereading skills development, and listening skills are all interwoven in an all-day first-grade program that includes small-group reading instruction. (For other children who lack independent reading ability, the criterion-referenced assessments provide the teacher with a means of identifying learning needs and styles.)

assurances/claims

Using a matched control group for the third year of project development (1972-73), the project children scored greater gains on end-of-year Stanford Achievement Test: Paragraph Meaning. The gains made by project children could not have occurred by chance once in a thousand times. Follow-up studies available.

implementation requirements

Any experienced primary teacher can implement the program following training. Attendance at a five-day workshop is essential for adoption of the program. Training is practical, and includes "on-hands" learning. A support-resource person (curriculum specialist, reading teacher/coordinator, psychologist) knowledgeable in the program should be available to advise and assist the teacher when needed. A full-time paraprofessional aide is required for full implementation. Any primary classroom can be used to create a student-learning-centered environment. No special equipment is necessary.

financial requirements

Screening tests (Clymer-Barrett Prereading Battery & Cognitive Abilities Test) must be purchased, as well as the Prereading Assessment System developed by the project. Basic equipment and materials costs will vary between $500 and $5,000 depending upon adopter's existing materials. Redirection of existing financial resources rather than added cost is the fiscal key. Reduction of student:teacher ratio to 20:1 and cost of paraprofessional aide must be considered.

services available

An NDN-funded Developer/Demonstrator project.

In-depth awareness materials are available at no charge. Awareness sessions are offered at potential adopter sites. No honoraria involved, but expenses may be required. Training is available at adopter or developer site. Demonstration sites available at Developer LEA or in various parts of the country. Visitors welcome by appointment. Materials may be purchased without adoption training.

contact

Nathan Farber, Director; ECPC Program; 9240 S.W. 124 St.; Miami, FL 33176. (305) 251-5445.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-57 Approved: 5/23/74

Compiled Winter 1977

PROJECT

EVERY CHILD A WINNER With Movement Education

descriptors

Self Concept
Physical Education
Early Childhood Education

target audience

Grades K-6 for all students. Project should be implemented first in K-3, with a plan for adding K-6.

description

A movement-education program providing success experiences for all children regardless of physical ability.

The program design provides developmental movement experiences for children centering on themes of (1) space awareness, (2) body awareness, (3) the quality of body movement and (4) relationships. These themes are taught through creative games, creative dance, and educational gymnastics. Competition is found in the program only when child-designed. The project slogan, "Every Child A Winner," finds expression through the discovery-learning approach to teaching movement. Students are encouraged to reach their personal potential and "winning" occurs as each child does his or her best.

Every Child A Winner - Lesson Plans include 31 behaviorally stated objectives with lesson plans written for teachers to use, in order to meet the objectives. Training is designed to help classroom teachers and physical educators implement the lessons. The lessons are designed to enhance the self-concept and improve academic skills as well as movement skills.

Phase I Training (three days) includes an accountability model for program implementation, information on equipment improvisation, and sessions on public relations related to successful implementation of the program. Phase II Training (two-day continuation) provides detailed information on refining the movement skills of students and assistance in implementing the upper grades.

assurances/claims

Evaluation was conducted on students grades 1-6 over a three-year period. Pre- and posttesting on a random sample included the Washington State Fitness Test, AAHPER Fitness test, Minnesota Motor Skills test, the California Inventory of Personality and the SRA Math and Reading tests. The data showed improvement in fitness, motor skill, self-concept and academic achievement.

implementation requirements

Program can be conducted by classroom teachers and/or physical educators. Pupil-teacher ratio 1:30. Five-day training is essential, with a plan for additional inservice at the adopter site. Facilities needed are a multipurpose room or indoor area large enough for participation, as well as outdoor space to conduct movement lessons. Schedule of 30 minutes per day, five days per week. Equipment for each child beginning at kindergarten or K-3 from list supplied by project. Training materials and resource books are required. A signed agreement is required between the project director and adopter.

financial requirements

Training materials: One copy per training participant, Every Child A Winner...A Practical Approach to Movement Education, $6 each; and one copy per teacher/participant, Every Child A Winner -- Lesson Plans, $10 each. Resource book list and equipment list supplied by project. Costs vary depending on number of students involved.

services available

An NDN-funded Developer/Demonstrator project.

Project consultants provide technical assistance and training in program implementation to contracted adopters. Phase I and II Training is conducted at the developer site. Staff also provides on-site training for adopters. Training materials are obtained from the project. One-day awareness training is provided at the demonstration school site for potential adopters. This includes detailed information on adoption requirements and a tour through the program. Awareness packets available on request. Visitors welcome twice weekly October-April. Contact D/D two weeks in advance.

contact

Martha F. Owens; Every Child A Winner; Irwin County Schools; Box 141; Ocilla, GA 31774. (912) 468-7098.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-60 Approved: 6/6/74

Compiled Winter 1977

PROJECT EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI)

descriptors

Teacher Education
Reading
Language Arts

target audience

Teachers who teach students of all abilities, grades K-12 and adults, mono- or multilingual, during reading and language arts instruction (including content reading), in suburban, urban, and rural areas and at all socioeconomic levels. Also, for paraprofessionals, parents, and peers who tutor students at school or at home under supervision of teachers.

description

An inservice program for teachers of all ability-level students in reading and language skills instruction with expectations of 95-100% mastery.

ECRI's original purposes in 1966 still exist: to identify critical teacher behavior essential to prevent reading failure, provide inservice education for teachers geared to the research findings, and disseminate this information. Teacher behaviors identified to date include abilities to: elicit correct responses from non-responding pupils, establish high mastery levels of responses with performance and rate as criteria, correlate language arts activities to increase responses and save time, utilize effective management and monitoring systems, and diagnose and prescribe instantly when errors or no responses occur. Techniques are incorporated into specific directives during reading, oral language, spelling, dictation, creative writing, and penmanship instruction. Student advancement depends upon rate of mastery.

A student progresses in practicing new skills and in working in materials independently of other students. No student waits for another. In small groups, based upon instructional reading levels, students are instructed in those language skills which they will need in future work. Individual conferences are held daily. Students are reminded of what skills they have been taught, what skills they mastered, and what skills they will be expected to master through the Review, part of every skills instructional period. The teacher teaches new skills at least one mastery test in advance of the student who is passing the tests most rapidly, and reviews back to the students at the lowest mastery test. Performance is individually measured with the mastery test. Absenteeism is not the problem it can be in the traditional classroom. No procedural changes need occur for a teacher to provide for the returning student. Students' attention is sustained with the momentum of the teacher directives during instruction and reinforcement offered during practice time. Overt responses help students remain on-task. The structure of the scheduling, record keeping, and multisensory instruction also keeps students motivated. Criteria for passing a mastery test are identical for all students, regardless of their reading levels. No student is made to feel less capable than another student. The teacher selects only those behavior-management techniques which build the student's self-concept, rather than destroy it. Instruction is provided by ECRI so teachers can utilize the critical teacher behaviors, develop the management system for mastery and individualization, and teach reading and language skills effectively.

assurances/claims

Project validated over three years with more than 700 pupils in four Utah districts. Adopting districts demonstrate effectiveness: first graders reading at 3.8; second graders average ninety-fifth to ninety-ninth percentile; clinic pupils average four months' gain/month; Title I pupils average 1.4 to 3.2 years gains/year; secondary students average +2.5 years gains/year. Data available upon request.

implementation requirements

A 5-10 day preparatory inservice education program with one ECRI staff person for 15-20 trainees is desirable. This includes lecture and practice sessions, preparation of materials for classroom use, and teaching pupils in a simulated setting. Following this, periodic visits by ECRI staff to trainees' classrooms to demonstrate, model, and monitor are desirable. The length of time to replicate the ECRI model varies. Existing district reading materials may be used. Supplies for teachers and pupils are those usually found in schools. ECRI has 20 self-instructional teacher-training workbooks if inservice education is not desired.

financial requirements

At initial awareness sessions, time is provided without cost (travel expenses must be paid). For inservice programs and classroom monitoring, time and half the travel expenses can be provided to a limited number of adopters. Some inservice and monitoring time is available without charge, but adopters pay all travel costs. Self-instructional workbooks sell under $10 from ECRI. Mastery tests, 20¢ each but can be reproduced. ECRI staff time, $185/day, plus expenses.

services available

An NDN-funded Developer/Demonstrator project.

A catalog of available materials and awareness materials free upon request. Visitors are welcome (when schools are in session) in sites throughout U.S. Week-long training seminars for teachers, supervisors, and administrators are conducted quarterly in SLC and in adopter districts. ECRI inservice also includes university classes (where teachers pay tuition). Seminars for teachers of teachers are conducted biannually. A three-week inservice program is held each summer in SLC. A teacher-training internship program and a teacher-training exchange program with ECRI assist local districts and service centers to develop demonstration teachers.

contact Ethna R. Reid, Director; Exemplary Center for Reading Instruction; 2888 Highland Dr.; Salt Lake City, UT 84106. (801) 486-5083 or 278-2334.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-48 Approved: 5/23/74

Compiled Winter 1977

PROJECT

FAMILY ORIENTED STRUCTURED PRESCHOOL ACTIVITY (SETON HALL PROGRAM)

descriptors

Parent Education
Parent Child Relationship
Basic Skills

target audience

Parents, and children ages 4-5 -- Mainstreaming, Special Education, Title I.

description

A program that prepares the parent to be the child's first and most significant teacher.

A child's capacity to learn is not entirely inherited, but is developed. Most of a child's basic intelligence is formed by the time he/she reaches school age. Parents are very effective educators, but need information on teaching methods and materials. Home environment has a greater effect on academic achievement than does the quality of the school. A warm, intimate, and continuous loving and sharing can grow from the parent's role as first teacher. Such relationships with parents give the child support, confidence, motivation, and feelings of self-worth basic to continuous success in education. This is the philosophy that has been fundamental to District 742's venture in Early Childhood/Family Education. It has evolved, beginning at Seton Hall with four-year-olds and their parents, and expanding to include sites at all elementary schools in the district. This activity is funded by Adult Vocational Education, Community Education.

Family Oriented Structured Preschool Activity is designed to involve all parents and their four-year-old children in preschool activities that stimulate and reinforce interaction in the family. Parents accompany their child to the neighborhood elementary school once a week from September to May for a two-hour session. While at school, parents work and play with their children at learning stations set up in basic skill areas, within an environment designed to meet the developing needs of the whole child. Parents observe formal model teaching and informal child-teacher interaction. They participate in a discussion group facilitated by a parent educator where they receive support and information. In this supportive, caring environment, they learn how to be with their child as they teach. They receive home-activity kits designed to provide parent-child interaction and growth in basic skill areas.

(Funds have been provided by two private foundations to begin development and implementation of a new program in the Fall of 1977 serving parents of children from 0-4 years of age.)

assurances/claims

Evidence for cognitive growth of the child is clear. The evaluation design measures the number of skills participants have when entering and leaving the program. Of 22 skills assessed, participants possessed over 25% more than comparison group. Parents indicated gains in personal development, parent-child relationships, their roles as parents and teachers, and their ability to use the community as a learning resource.

implementation requirements

An adoption could consist of use of a part of the total process and some of the materials (to be negotiated). Staff: a parent educator and a teacher or teacher assistant. This staff can be part- or full-time, depending on number of families. Example: 30 families = three groups at two hours of contact time per week, for a total of six hours. Facilities: a room for parent discussion group. Training: a two- or three-day workshop.

financial requirements

Materials: A guide to establishing and directing the program, $24; In-Center Learning Stations, $4; Children's Room Curriculum, $6; Parent Discussion-Group Curriculum, $6; At-Home Activity Kits, $25. Equipment: for Learning Stations, $190; for one set of Activity Kits, $152. Staffing: Parent educator (professional) part-time, teacher assistant (nonprofessional or professional), part-time.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome Tuesdays 9:00-3:00 by appointment. One-day in-depth awareness presentations are available for out-of-state meetings (costs to be arranged). Three-day training workshops are available at project site monthly except December. Two-day training workshops can be conducted at adopter site (costs to be arranged).

contact

Elaine McCormick Wray, Program Director; Independent School District #742; Seton Hall; 1204 7th St. South; St. Cloud, MN 56301. (612) 253-5828.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-48 Approved: 5/15/75

PROJECT FOCUS DISSEMINATION PROJECT

descriptors

Dropout Prevention
Humanistic Education
Group Counseling

target audience

Disaffected secondary students, all ability levels. Also, all secondary educators, school board members, and community members who have an interest in developing local programs to meet the needs of the disaffected students in their settings.

description

A successful high school program for dealing with disaffected youth.

FOCUS provides an alternative education plan for students who have been identified as disaffected, showing a lack of motivation, lack of confidence, and low self-esteem. This program effected responsible institutional change and positive student attitude and performance by helping these students learn responsibility to self, school, and society. Through a group-counseling experience, the peer group's influence is guided to deal with the problems causing disaffection.

FOCUS is a "school within a school" for high school students who are not achieving or functioning in a way beneficial to themselves and/or those around them. The FOCUS program seeks to: reduce student disaffection with school and learning; improve each student's grasp of basic skills; build a classroom culture that demonstrates the caring principle; improve each student's ability to relate effectively with peers and adults; give each student a reason to be optimistic about the future.

FOCUS is a highly structured program offering courses in English, social studies, math, and work experience. Instruction in FOCUS classes is based on ability and need. Curriculum materials are modified to meet the student's level of skill-development and presented in relationship to survival beyond graduation. Students are actively involved in the selection, modification, and evaluation of these materials. FOCUS students take classes such as science, physical education, health, and electives in the regular school program.

All FOCUS students are involved in a group counseling experience, called FAMILY. Each FAMILY consists of 8-10 students and one teacher who meet together for one hour daily throughout the year. FAMILY attempts to help the student develop feelings of caring, self-worth, and concern for others. It includes examination of one's own behavior in relation to the reactions of others within an atmosphere of positive support from the group.

assurances/claims

A three-year evaluation (done at the original site) demonstrated that FOCUS improved student attitudes toward school, improved self-concept, increased academic achievement, and decreased disciplinary referrals, school suspensions, and absenteeism. Evaluation available on request.

implementation requirements

Many replication plans are possible, ranging from staff training in skills and strategies to enhance an existing program to a full-scale replication of the original site model. Size of program is determined by the number of target students identified by the adopter. Maximum advised for any one program is 75 students. Successful replications have been done in suburban, rural, and urban settings. The humanistic, caring emphasis of the program make it effective regardless of the ethnic or economic factors present at the replication site.

financial requirements

FOCUS staff training manual and curriculum manual are provided free to schools attending inservice training. A wide variety of commercially available materials already found in most classrooms is also used. FOCUS staff are generally selected from existing employees, but will need release time to attend inservice training and prepare materials. This would be responsibility of adopter.

services available

An NDN-funded Developer/Demonstrator project.

Awareness presentations are usually arranged through the State Facilitator and/or State Education Agency staff to be held at locations convenient to participants. Visits to operational programs can be arranged directly through the FOCUS office or through your State Facilitator office. Inservice training is done at a site most convenient for participants. Follow-up services are arranged as needed within Developer/Demonstrator financial and time limitations. Program and services information are available at no cost.

contact

Sue Schillinger; FOCUS Dissemination Project; Human Resource Associates, Inc.;
121 E. Second St.; Hastings, MN 55033. (612) 437-3976.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-74 Approved: 5/29/74

Compiled Winter 1977

PROJECT

FOLLOW THROUGH: Individualized Early Learning Program

descriptors

Educational Disadvantagement
Individualized Instruction
Parent Participation

target audience

Students of all abilities, especially from low-income families, kindergarten to grade three. Complete program in readiness, beginning reading and primary-level reading.

description

A comprehensive program to sustain gains that children from low-income families make in preschool programs.

The Waterloo Follow Through project provides a special program of instruction, as well as health, nutrition, and social services. Active parent participation is stressed.

The instructional program is based on the Individualized Early Learning Program (IELP) sponsored by Learning Research and Development Center (LRDC), University of Pittsburg. A readiness program (emphasizing basic skills in a hierarchical sequence) includes the areas of classification, quantification, and four perceptual areas: visual motor, auditory, large motor, and letters and numerals. An individualized reading program for grades one, two, and three follows the readiness program. Students are initially introduced to blending skills, with follow-up instruction provided through sequenced taped skills lessons.

Staff training is provided for increasing teacher and teacher-associate skills in diagnosing individual student-learning needs, prescribing, record-keeping, and organization and management of an individualized classroom setting. The development of instructional materials and teaching strategies to provide a variety of paths for student attainment of objectives is stressed.

A training program for parents is provided to help them gain skills to facilitate student learning at home and in the classroom. Parents receive training through actual classroom experiences as well as through participation in weekly seminars.

assurances/claims

Results of scores on the MRT for children with and without Follow Through treatment have been compared from 1967-76. Follow Through students have progressed from the low average to the high normal range. WRAT scores from 1972-76 show increases of one to two years' growth in reading through fifth grade for Follow Through students when compared to previous non-Follow Through groups.

implementation requirements

The Waterloo Follow Through instructional program could be adopted by a single classroom unit or by several units. Extensive pre-adoption training is necessary, as well as provision for additional teacher-associate services. Time made available for construction of individualized learning materials is necessary. Several playback units per classroom are necessary for implementation of the individualized reading program.

financial requirements

Program materials, $37 per child; (new) staffing (including training): $347 per child; equipment: $3 per child. A variety of commercial materials already found in most classroom is also used.

services available

A Follow Through Demonstration Site.

Awareness materials are available at no charge. Visitors are welcome by appointment. Participation in awareness conferences as well as training services at project or receiver site are available (costs to be arranged). Training manuals will be available in Spring 1978. No funds are available for assisting receiver sites.

contact

Dorothy Winter, Project Director; Follow Through Program; Waterloo Community Schools; 1516 Washington St.; Waterloo, IA 50702. (319) 233-8461.

Developmental Funding: USOE Follow Through USOE JDRP No. 77-148 Approved: 9/6/77

Compiled Winter 1977

PROJECT PROJECT HOME BASE

descriptors

Parent Education
Home Instruction
Early Childhood Education

target audience

Parents and their children ages eight months through four years.

description

A program for "helping parents teach their own."

Project Home Base is founded on the belief that parents are a child's first and best continuous teachers. It is aimed at supporting and enhancing the parents' teaching/parenting behavior and thereby influencing development of the child's growth/learning potential. The central feature of the project is a weekly home visit by a paraprofessional parent-educator, who gives the parents information about child growth and development, health care, etc., and presents them with a task selected to meet the developmental needs of the child. The parents then work with their child on that task during the week. As a result of these contacts, the parents should better be able to identify and meet their child's developmental needs and to increase their use of ten identified desirable teaching behaviors. As the child's developmental needs are identified and met, his/her growth/learning potential should be positively affected. The child will be better prepared to learn and will become a more efficient and effective learner.

Home Base Council consists of all project parents plus community agency representatives. Topics concerning child development and parenting skills -- behavior patterns, discipline, self-concept, child health and nutrition -- are discussed at monthly Council meetings. Other parent concerns are shared at small-group home meetings.

assurances/claims

Principal project objectives consistently met. (1) Home Base children entering Head Start performed better on the Preschool Inventory (ETS, Princeton, NJ, 1967) than did others. (2) Home Base children completed 92.5% of the tasks taught them by mothers. (3) Home Base mothers increased their use of the ten desirable teaching behaviors (as measured by a locally-constructed Directed Observation Instrument).

implementation requirements

The home visit/parent-teaching component is the core of this project and must remain intact. However, several adaptions of Home Base are possible: (1) serving a different number of families -- usually 18-20 per parent-educator; (2) serving families with Head Start, kindergarten, and primary-school-age target children; (3) using teachers, counselors, or social workers as parent-educators (home visitors); (4) using the core component noted above with "specialized area" families (such as learning-disabled, bilingual, or Indian) or in day-care programs. Adoption requirements also include a three-day training program, preferably on-site.

financial requirements

Initial implementation cost is about $13 per learner (based on 200 mothers and 300 children). This includes preservice training, equipment, and travel. Yearly operational cost for 500 learners is about $160. The largest percentage of that figure goes for salaries. Overhead is kept to a minimum by use of unused classrooms for staff offices and local auditoriums for large-group meetings.

services available

An NDN-funded Developer/Demonstrator Project.

Awareness materials are available at no charge. Visitors are welcome (please arrange two weeks ahead). Training is conducted at the project site (adopting sites pay only their own costs) and at adopter site (costs to be arranged). A three-day workshop for training personnel in the home visit/task delivery system is recommended. Project staff can attend out-of-state conferences (expenses may be negotiated).

contact

Carol Jackson, Director; Project Home Base; Yakima Public Schools; 104 N. Fourth Ave.; Yakima, WA 98902. (509) 575-3295.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-10 Approved: 1/21/75

Compiled Winter 1977

PROJECT HOME START

descriptors

Home Instruction
Parent Participation
Pre-School Education

target audience

Children ages 2-6 and their families. Especially beneficial to low-income, culturally-deprived, and handicapped.

description

A readiness program for pre-schoolers who have been identified as showing a need for professional services before formal schooling takes place.

There are three optional Home Start models:

(1) Vertical Home Start (VHS) provides three years of learning activities for children ages 2-5. Weekly one-hour visits are the basis of the program during the first two years. Home workers create a role model for parents as they assist in the child's learning through spontaneous play. For the third year of the project, the child is enrolled in the HHS classroom (see below). The program is supplemented when necessary by more comprehensive services from community agencies.

(2) Horizontal Home Start (HHS) is a single year of pre-kindergarten experience. HHS activities center on classroom activities stressing seriation and classification, plus small-group and individual attention in identified need areas. Home visits by the classroom teacher are continued on a monthly basis.

(3) On-Call Consultation model uses trained professionals who confer with families upon request or referral.

The program emphasizes a shift from exclusive parental attention during early years to parent/teacher-shared attention in pre-kindergarten. Individualized strategies focus on basic affective and cognitive needs, utilizing achievement testing to determine the child's readiness profile.

assurances/claims

First-grade Primary Mental Abilities (PMA) scores of VHS children and their older siblings conducted 18 months after completion of program (1975). Home Start children had higher scores on three of four subtests. Long-range data for same group on Iowa Test of Basic Skills in third grade showed significant differences favoring Home Start child.

implementation requirements

The support of educators, parents, community, and school board (or other appropriate agency) for a preschool or individualized kindergarten is essential. The project may be adopted district-wide, by one classroom teacher, or by one attendance center. Total program adoption or adoption of one of the three options is available. Awareness sessions and special in-service training are necessary for the success of the program. Follow-up visit to be scheduled after implementation at adoption site. An experienced administrator, preschool teacher, or comparable professional person is needed to implement the program.

financial requirements

Cost depends on available personnel. If no preschool program exists, and total start-up is required, per-pupil cost is approximately $680. A wide variety of commercially-available products (found in most preschool classrooms) is used. Staff and equipment may be reassigned. Testing and Seriation Kits available at $120 each.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome (visits to homes or Waterloo schools any day August through May, except Wednesday -- by appointment). Flexible training sessions ranging from two to five days are scheduled preferably at adopter sites. Staff expenses are absorbed by the project. The project staff will attend out-of-state conferences (expenses are covered). Project will pay some costs for on-site visitation.

contact

Lyn Riggs, Director; Home Start; Waterloo Community School District; 6028 Kimball Ave.; Waterloo, IA 50701. (319) 233-8491.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-9 Approved: 1/21/75

PROJECT HOSTS: Help One Student To Succeed

descriptors

Reading
Diagnostic Teaching
Community Involvement

target audience

Students, kindergarten through high school, who are in need of remedial reading instruction.

description

A diagnostic/prescriptive/tutorial approach to basic reading skills.

The HOSTS program operates from a learning resource center staffed by a reading specialist and an aide. Students in the HOSTS program are first evaluated; then individual prescriptions are developed, matching coded instructional materials to identified reading deficiencies. Informal reading inventories are used to screen and identify students. Each student in the project is then given a number of criterion-referenced tests to pinpoint individual reading deficiencies. From these tests a reading profile is developed by the specialist, recording the student's ability levels in the various skills areas. Individual lessons are developed from this profile. The HOSTS Cross Referencing Manuals are used by the instructional staff to plan prescriptive programming tailored to individualized needs. In addition, specific directions for tutor implementation of the prescribed program lessons are included in the student profiles. Daily student progress is recorded by the tutors and incorporated into the profile as well. Teaching procedures in the HOSTS program are designed to enable teachers to discover the abilities of each student and then allow the student to advance at his/her individual learning rate. The instructional climate is humane and reflects concern for each student's worth. Community volunteers work as tutors on a one-to-one basis with students, following prescriptions developed for each student by the reading specialist.

assurances/claims

Program evaluation consists of normative (Gates-MacGinitie, CTBS) and criterion-referenced tests. Student-achievement scores indicate that, on the average, students doubled their learning rate while in HOSTS. Specific gains by grade levels are available in a detailed report. (Financial and evaluation data collected 1973-76.)

implementation requirements

Selection of school districts desiring HOSTS will be based on the following criteria: (1) needs assessment, (2) district's resources (commitment), (3) evaluation plan, (4) willingness to serve as a model for others. Districts that are potential adopters will be asked to send key personnel to visit the developer project. Upon completion of the visitation period, those districts that remain interested may apply to become HOSTS sites.

financial requirements

HOSTS has a start-up cost ranging from $30 to $115 per pupil and a continuation cost ranging from 50¢ to $12 per pupil per year, depending upon existing resources. (Figures based on 2,000 target pupils.)

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials available free. Instructional materials have been correlated to a skill continuum. HOSTS Cross Referencing Manuals, ranging from readiness through junior high, are available at $125 per set. A tutor training manual is $10 per copy. Visitors welcome. Project staff available for out-of-state awareness conferences (costs to be arranged). The HOSTS Corporation provides training experiences at project or adopter site for certified and non-certified staff (five days). Expenses must be partially subsidized.

contact Bill Gibbons, Exec. Director; HOSTS Corporation; 5802 MacArthur Blvd.; Vancouver, WA 98661. (206) 694-1705, 693-1775.

Developmental Funding: USOE ESEA Titles I and III USOE JDRP No. 75-6 Approved: 1/15/74

Compiled Winter 1977

PROJECT

PROJECT INSTRUCT: Instructional System for Teaching Reading Using Continuous-Progress Technology

descriptors

Spelling Instruction
Word Study Skills
Teaching Methods

target audience

Kindergarten through grade 3; low achiever in grade 4.

description

A word-attack and spelling system, accompanied by direct teaching methods for kindergarten through third-grade students.

Project INSTRUCT correlates reading, spelling, and handwriting programs, and monitors each child individually until advanced, complex levels of decoding are mastered. Instruction is individualized through short-term, teacher-directed, small-group interactions designed to focus on student skill needs. Instructional cycle includes pretesting, grouping students according to like skill needs, providing instruction, and posttesting to assess mastery. INSTRUCT tailors its program to meet needs of local adopting schools by offering a variety of program options. Any INSTRUCT option or combination of options can be adopted. The options include:

Spelling Program: The INSTRUCT spelling option is a process for developing a spelling program based on the reading program used by the adopting school. The process correlates spelling and reading at the pre-primer through second-grade readability levels. The program features: (1) teaching students to spell high-frequency vocabulary words as they are introduced in the reading program, to provide commonality of content; (2) teaching students to spell phonetically regular words based on the high-utility phonic generalizations as they are introduced in the reading program; and (3) providing materials to reinforce reading and spelling skills.

Word-Attack System: INSTRUCT offers a system for monitoring decoding skills that extends from readiness to advanced levels of decoding skills. The elements of the word-attack system are: (1) skills array, (2) pre and post criterion-referenced tests, (3) record-keeping devices, (4) instructional supports, such as games, take-homes, parent-volunteer program, coded commercial materials, etc.

Direct-Teaching Techniques: INSTRUCT trains teachers in techniques to be used in teaching reading and spelling. The techniques promote: (1) teacher mastery of a concise way of teaching vocabulary words to mastery by using the sight, phonic, word structure, and contextual methods; (2) classroom-management skills to increase teacher efficiency in planning and delivering instruction; and (3) techniques to enhance student self-concepts through positive reinforcement, and student practices designed to insure student success.

assurances/claims

Evaluation of student performance, as measured by the subtests of reading on the Metropolitan Achievement Tests (1973) and the spelling subtest of the Wide Range Achievement Test (1975), showed that students in Project INSTRUCT schools scored significantly higher in reading and spelling than control groups of students in non-Project INSTRUCT schools.

implementation requirements

INSTRUCT adoption includes completion of Local Adoption Plan (LAP), purchase of INSTRUCT materials related to option selected for adoption, and attendance by administrator and teachers (who will be implementors) at INSTRUCT training session. Length of training differs according to option to be implemented. A two-day training session is provided for schools wishing to implement spelling option, two days for word-attack system, three days for direct-teaching techniques. For schools wishing to adopt a combination of spelling option, word-attack system, and some of the direct-teaching techniques, a five-day training session is held.

financial requirements

Cost of adoption of INSTRUCT varies with the option adopted. For example, adoption costs for the spelling and direct-teaching techniques average less than $2 per learner. Adoption costs for the word-attack system are less than $5 per learner (exclusive of training) and renewal costs are less than $2 at the current printing rate. Trainer costs ($100-$150 per day plus transportation and lodging costs) need to be met by the adopting school.

services available

An NDN-funded Developer/Demonstrator project.

Information regarding awareness sessions, inservice training, and on-site services may be obtained by contacting Mary Lou Merdan, 301 Eastridge Dr., Lincoln, NE 68510. Information regarding materials purchases and awareness materials describing the project may be obtained by contacting Glenn Clarkson, NE/IO State Facilitator Project, 2407 Chandler Road, Bellevue, NE 68005. Training sessions are held at both on-site and off-site locations (costs to be arranged). On-site visitations to INSTRUCT schools are currently limited to those who have agreed to adopt one of the INSTRUCT options.

contact

Mary Lou Merdan; 301 Eastridge Dr.; Lincoln, NE 68510. (402) 489-3787.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-37 Approved: 5/14/75

PROJECT KANSAS CITY BEHAVIOR ANALYSIS (BA) FOLLOW THROUGH PROJECT #1: RESOURCE CENTER

descriptors

Motivation Techniques
Programed Instruction
Individualized Instruction

target audience

Low-income inner-city children K-3 and their parents.

description

An individualized, motivational K-3 basic skills program.

The Behavior Analysis Follow Through approach is a complete educational program. Team teaching, individualized instruction, and continuous academic assessment are combined in a structured classroom environment to ensure children's progress in reading, arithmetic, spelling, and handwriting. Kindergarten through second-grade classrooms are staffed with a lead teacher and two aides; third-grade classrooms have a lead teacher and one aide. In most cases, parents of Follow Through children fill the teacher's aide positions. Parents are also encouraged to participate in local college career development programs.

A token reinforcement system is used to motivate kindergarten and first-grade students to work up to their maximum achievement levels. The school day is divided into "earn" and "spend" periods. During earns, or instructional periods, the children are given tokens for attention to and improvement of their work. Later in the day, the children spend the tokens by selecting one of a number of teacher-prepared activities.

Second- and third-grade students make daily work contracts with their teachers. By the terms of the contracts, each child agrees to complete assignments in all subject areas in return for a period of free time to engage in a self-selected activity.

Inservice training in Behavior Analysis teaching techniques is provided for all teachers and aides. These techniques include assessing each child's entry skill levels, modeling the desired response, and providing feedback for academic skill progress and success. Teaching and training criteria are evaluated by direct observations. Behavior Analysis Certification is awarded upon satisfactory teaching-criteria completion. Emphasis is placed on continuous evaluation of program effectiveness.

Both parents and children are provided with comprehensive health services.

assurances/claims

Standardized test scores indicate that Kansas City BA Follow Through children in grades K-3 score, on the average, at or above grade level in reading, math, and spelling. Evaluation data indicate that BA Follow Through children exhibit a higher level of self-esteem.

implementation requirements

Program may be adopted by any school, regardless of population served. Implementation will be jointly shared by administration, Follow Through staff, Follow Through teachers, and parents. Administration, teachers, and parents will be involved in the training program. The school principal will act as a program monitor for the center.

financial requirements

The costs of replicating the program are basically those of staffing, staff training, and follow-up monitoring.

services available

A Follow Through Demonstration Site.

Awareness materials are available at no charge. Visitors are welcome by appointment. (Contact: Mattie G. Story, see below. Site location: Wendell Phillips School, 1619 E. 24th Terr., Kansas City, MO 64108). Project staff are available to attend out-of-state awareness meetings (costs to be arranged). Training is available at project site or adopter site (costs to be arranged).

contact

Mattie G. Story, Project Director; 1600 E. Linwood Blvd.; Kansas City, MO 64109.
(816) 923-2290.

Developmental Funding: USOE Follow Through USOE JDRP No. 77-130 Approved: 8/22/77

Compiled Winter 1977

PROJECT LEARNING TO READ BY READING

descriptors

Remedial Reading
Individualized Instruction
Educational Disadvantagement

target audience

Students from upper-elementary through adult levels with potential for reading and/or reading improvement. Reading With Symbols portion especially useful for students reading below 3.0 Grade Placement Level (GPL). Materials range from non-reader through tenth-grade reading level. Preponderance of adoptions have been in junior high and high school remedial reading classes.

description

A unique method of teaching reading to sub-par achievers at upper-elementary through junior college levels who have failed to progress with the use of conventional methods and materials.

A multimedia system for teaching reading, especially applicable to students reading below grade level, including non-readers. Reading With Symbols (cued reading using familiar objects to represent sounds) begins at primary level and progresses through an approximate tenth-grade reading level; it represents a new approach to phonetic and sight-word vocabulary development. Students (usually in groups of three) read orally to a teacher or aide an approximate 700 pages of cued stories. The system also incorporates 'read-along' materials (radio plays, short stories, and captioned filmstrips), to be used either in conjunction with upper-level Reading With Symbols materials or singly for students at higher reading levels (GPL 3 and 5-8). Symbols representing 34 basic sounds are learned through use of a workbook as a guide to small-group instruction. Students learn symbol-sound relationships in less than one week. From that point on, they read orally daily until they have progressed through the set of 16 cued readers. After completion of the first six books (2.0 to 4.5 reading level), a reading of the identical stories in the uncued version should be carried out. This cued reading provides a bridge to regular reading and an opportunity to teach the more significant conventional rules of phonics, as well as furnishing an opportunity for assessment of reading progress. Read-along materials (24 half-hour short-story segments and nine one-hour radio plays) are used at a higher level of the program. Instruction in preparing this type of material as well as read-along captioned filmstrips is provided as part of the teacher training program.

(Cited by the National Right to Read Effort as one of 12 exemplary reading programs.)

assurances/claims

On Gates-McGinitie test, best project group made gain of 2.2 years in 12 weeks (one-half day school). Some students at 4.0 made four or five grades' gain using read-alongs exclusively. Clinton High School (Iowa) reports 2.3 years' average gain in seven months with remedial classes. Rock Springs, WY: success with students diagnosed as incapable of learning to read.

implementation requirements

Adopting schools should plan for at least one long day or two short days of training. Aides of some sort should be provided. Normal classroom facilities are sufficient, but listening stations equipped with cassette recorders and head sets must be available for read-along phase. Adopters may use only Reading With Symbols, only read-alongs, or both. Program is applicable to remedial groups within a conventional classroom or to specially-equipped remedial classes. Single-student tutoring is a viable possibility.

financial requirements

Beginning-level set of eight Reading With Symbols (R/W/S) readers and teacher's additional R/W/S readers, $80; set of two uncued readers, $20; flashcards, $5; set of 34 rubber symbols stamps, $50; read-along radio plays (9 available) on cassette with script, $10 each; read-along short stories on cassette with script, $7.50 each. Starter set of materials for class of 15 is $497.50, or $33.20 per student.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Personnel are available for awareness and training sessions (expenses must be paid by requesting agency). On-site visitations (by appointment) and/or training at the project site are available.

contact Philip K. Glossa, Dir.; 18 Banner Dr.; Sonora, CA 95370 (209) 532-3556.
Orval S. Hillman, Dir.; Reading Learning Ctr.; P.O. Box 497; Jamestown, CA 95327.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-37 Approved: 4/29/74

Compiled Winter 1977

PROJECT NEW ADVENTURE: Success Strategies for Reading and Language
[formerly New Adventure In Learning (NAIL)]

descriptors

Basic Skills
Individualized Instruction
Staff Improvement

target audience

Students of all abilities (K-6) and elementary school faculties.

description

Comprehensive early childhood language arts and classroom discipline.

This interdisciplinary program, emphasizing basic language and reading skills, trains regular classroom teachers to utilize diagnostic, prescriptive, and behavioral techniques more commonly used by reading clinicians and psychologists. Such newly developed approaches are combined with proven traditional methods to help teachers meet the wide range of pupil performance found in today's classrooms and remedial classes. Strategies useful for working with remedial, normal, and gifted students include: (1) ongoing teacher diagnosis of reading, language, and thinking skills; (2) special remediation of severe language deficits; (3) efficient classroom organization and management; (4) large group, small group, individual study; (5) attention to spoken vocabulary, psycholinguistics, reading, grammar, standard English, writing, social studies, and science; (6) a wholesome yet stimulating learning environment; (7) effective discipline.

This program combines individualized techniques for basal reader instruction, a systematic management system with learning activities that are motivating (yet appropriate for elementary-age children), a concern for academic achievement, and a concern for the child's self-concept.

Two options are available to schools wishing to adopt. Strategy I: A three-day workshop at the adopter's site which gives an overview of the program and basic training in its major components. Strategy II: A five-day seminar at D/D site for the adopter school's trainer/coordinator or leadership team, providing (1) in-depth training to prepare a leadership team for training adopter faculty, (2) all training materials, including five instructional modules for each professional staff member, and an implementation/management kit. After the seminar, the D/D assists Strategy II adopters with expanded training, planning, problem solving, and extensive materials for use after the initial training.

assurances/claims

Developmental research with approximately 1,000 K-3 pupils showed significant gains in reading, psycholinguistics, mental age, IQ measures, and attitudes toward school. Regular classroom teachers were trained to efficiently remediate severe language deficits.

implementation requirements

Strategy I adoptions: Participation in three-day workshop.
Strategy II (High Impact Adoptions): Provision of a local person to serve as trainer/coordinator for New Adventure; participation by trainer/coordinator at one-week seminar.

financial requirements

Strategy I Adoption Fee: $100 per day per consultant, plus consultant's travel and per diem. Strategy II Adoption Fee: $500 per school (plus travel and per diem) for training/technical assistance materials and for local trainer or leadership team to attend seminar. Start-up costs for individualized materials, $0-$10 per child, depending on what is already available at adopter site.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Project staff can present at conferences if expenses are covered. Visitors are welcome by appointment. Training is conducted at adopter (or centrally located site) for Strategy I adopters. Training is conducted at the project site for Strategy II adopters.

contact June Johnson, Director; New Adventure; W. T. Moore Elementary School; Rt. 17; Dempsey Mayo Rd.; Tallahassee, FL 32303. (904) 877-8595.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-71 Approved: 5/23/74

Compiled Winter 1977

PROJECT

PERCEPTION+ (formerly Project SEE)

descriptors

Basic Skills
Early Childhood Education
Communication Skills

target audience

Primary focus: kindergarten (for Level I) and first grade (Level II). However, Level I can be initiated at any time between preschool and eighth grade, followed the next year by Level II.

description

A prerequisite to any formal learning discipline.

PERCEPTION+ addresses the student's ability to learn. If the ability to learn is a skill, as we believe it is, then learning, as a skill, can be learned. PERCEPTION+ is not a reading, writing, or arithmetic program; it does not prepare students to learn to read, write, and do arithmetic. It is not a remedial program; but it is being used for remediation. It is designed for introduction at the kindergarten level, but is being used effectively from preschool to junior high.

PERCEPTION+ is...PERCEIVING...seeing what is looked at, hearing what is listened to, feeling what is touched....These are fundamental requisites for learning, the prerequisites for the 'basics' -- and they are attainable through the fifteen-minute PERCEPTION+ lessons, given three times a week throughout the school year. An entire class -- not just those identified as having perceptual deficiency -- participates as a group. The teacher offers experiences -- the students describe them in their own words. PERCEPTION+ is...PROCESSING....Unprocessed information is meaningless and irrelevant information. The PERCEPTION+ program is perceiving and processing. In each of the lessons in Level I and II instructional units, the students continually process data. They analyze, relate, compare, judge, sequence, decode...they critique and self-correct...they internalize information through their individual and group interaction with experiences. The teacher functions as the provider of experience and director of the process of internalization, rather than as an expositor of information. The PERCEPTION+ program provides children with the means for making information meaningful. PERCEPTION+ is...APPLYING....Information that has been internalized can be easily and readily applied. Understanding generated in one context can be transferred, without reteaching, to new and different contexts. The PERCEPTION+ program addresses its activity to the transfer of understanding. Students become sensitive to the interrelatedness of experience. Conversely, they perceive the subtle differences -- the uniqueness of experience. Students who know what they know are willing to investigate that which they don't know. Teachers who know what their students know can logically determine what they have to know. As students apply internalized understanding to new experience, teachers will know what their students know....

assurances/claims

Evaluation through pre- and posttesting with Knobler Perceptual Development Series and teacher's subjective-response questionnaire. Responses from diverse populations, including rural, urban, suburban; low-, middle-, and upper-income; preschool, public and private schools indicate similar growth patterns. Teachers consistently report above-average impact on perceptual awareness, communication skills, eye-hand coordination, thinking, and decision-making.

implementation requirements

In recognition of the unique character of each classroom situation, PERCEPTION+ is a program to be adapted rather than adopted. It may be initiated in a single class or district-wide. It requires no special staff or physical arrangements. Teachers can be trained by project staff in 1½ hours; or they can replicate the program from the teacher's guide and available filmstrip/tape, or from the TV presentation on project philosophy, rationale, and methodology.

financial requirements

The program can be implemented for as little as $30 (the cost of one instructional kit) by the regular classroom teacher in the regular classroom. There are four instructional kits: Level I (first year), Level II (second year), and Tactual Level I and Tactual Level II as supplements for children with deficiencies. Each kit is $30. These are totally self-contained and nonexpendable, and are for use with an entire class regardless of size.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at cost. Visitors are welcome by appointment. Project staff will, on request, present awareness and/or training sessions to interested educators at project site or out-of-state (costs to be arranged). Within limits, staff members will offer subsidized services to districts outside New Jersey. There are educators in other parts of the country who have been certified by the staff as recognized trainers for the program. If so desired, we will refer districts in their areas to them for training.

contact

Milton Knobler, Director or Arlene Schor, Project Disseminator; Union Township Board of Education; 2369 Morris Ave.; Union, NJ 07083. (201) 688-1200, ext. 257 or 288.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-78 Approved: 6/7/74

PROJECT POSITIVE ALTERNATIVES TO STUDENT SUSPENSION (PASS): A Validated Pupil Personnel Services Demonstration Project

descriptors

Humanistic Education
Individual Development
Teacher Education

target audience

Since many of the intervention strategies have a preventive focus, a cross-section of students and personnel in project secondary schools are target participants.

description

A program that provides intervention strategies designed to prevent or minimize nonproductive social behavior of secondary students.

Major activities of the PASS program include: individual and group consultations that assist school faculties in developing techniques for dealing effectively with teenage students; affective education and personal development programs for students and teachers; time-out rooms managed by a teacher or paraprofessional where students talk out problems and complete academic assignments; individual and group counseling for students experiencing serious interpersonal confrontations; and counseling for parents.

"Staff Development for a Humanistic School" and "Humanistic Activities in the Regular Classroom" help students and teachers get to know and appreciate each other. "A Student's School Survival Course" and "Home Survival Course" help students with problems learn how to interact more effectively within their school and home environments.

(Child Study Center, CSC, and Developmental Play, DP, are affiliate projects of the Pupil Personnel Services Demonstration Project.)

assurances/claims

Student suspensions in project schools decreased by about 30%, while in comparison schools they increased 10%. As a result of the success of the PASS program in pilot schools, it was expanded to all 12 high schools in the district. During the school years from 1972-73 to 1975-76, student suspensions in Pinellas County declined while suspensions in many other districts increased.

implementation requirements

The psychologist, social worker, or counselor providing leadership needs an appropriate master's degree, and must be proficient in planning and implementing staff development programs as well as in providing direct services for students. He/she must be a skilled group leader able to learn how to conduct humanistic activities, survival courses, and encounter groups. The leader also provides training and consultation for the time-out room workers, who should have a minimum of a B.A. in one of the applied behavioral sciences with either related experience or recent training in establishing helping relationships with youth.

financial requirements

Since use of additional equipment and materials is minimal, per-learner start-up costs for a three-year program would be about 40¢. Operational costs include salaries for a school psychologist and social worker for each five schools and a time-out room worker for each school. Per-learner monthly operational costs will vary from $1.20 to $2 depending on whether a paraprofessional is used in the time-out room.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome by appointment. Training is conducted at the project site (adopting site pays only their own costs). Training is conducted out-of-state (exemplary project staff costs must be partially subsidized). Project staff can attend out-of-state conferences (expenses must be partially subsidized). Demonstrations scheduled two days per month; more on request. Adopters encouraged to combine visit with training program. Two-day training scheduled bimonthly at project; each session accommodates approximately 30. Follow-up training provided at adopting sites.

contact John C. Kackley, Supervisor/Consultant; Project PASS; Pupil Personnel Services Demo. Proj.; All Children's Hospital; 801 6th Street South, St. Petersburg, FL 33701. (813) 821-5260.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-116 Approved: 12/6/74

Compiled Winter 1977

PROJECT POSITIVE ATTITUDE TOWARD LEARNING (PATL)

descriptors

Performance Based Education
Inservice Teacher Education
Self Concept

target audience

K-12 students with a less-than-positive view of self and/or learning.

description

A performance-based inservice training program designed to improve student attitudes toward school by strengthening the consistency of teacher behavior.

Improvement in a student's attitude toward school, self, and others leads to improvement in his/her rate of cognitive growth. Staff development is accomplished through the use of self-paced, individualized, performance-based learning packages called kits.

The teacher training kits teach specific skills in four complementary areas: (1) active involvement, (2) processes of learning, (3) individualized instruction, and (4) improved self-concept.

Each of the training kits is designed to provide teachers with performance-based objectives, numerous learning activities (designed to assist them in reaching those objectives), and criterion-referenced assessment procedures. Whenever possible, the learning activities provide the teacher with a choice of various media, small-group or individual sessions, and tapes or live observation. Feedback to the teacher is an essential component of the program.

assurances/claims

(1) Pre/Post Self-Concept Inventory: Target students improved from the fifteenth to the fortieth percentile. (2) Pre/Post Reading Comprehension Tests: Target students improved from .71 years of growth per year to 1.4.

implementation requirements

Four days of training for persons selected as inservice specialists or Kit Advisors. Each Kit Advisor can then work with from seven to ten fellow teachers, if they can be released from approximately 10% of their duties.

financial requirements

Start-up cost is $500 plus $10 for each teacher to be trained. Operational costs consist of salaries for inservice specialists.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available at no charge. Visitors are welcome by appointment every second week of the month. Training is conducted at the project site (adopting site pays only their own costs). Training is conducted out-of-state (exemplary project staff costs must be paid). Project staff may be able to attend out-of-state conferences (expenses must be paid).

contact

Charles Pelan, Director or John Zirges, Inservice Specialist/Evaluator; Bethalto Unit #8 Schools; 322 East Central; Bethalto, IL 62010. (618) 377-5211.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-26 Approved: 5/16/75

Compiled Winter 1977

PROJECT SCHOOL VOLUNTEER DEVELOPMENT PROJECT

descriptors

Volunteers
Tutors
Community Involvement

target audience

Students, K-12, particularly those in grades 2-6 who are functioning one or more years below national norms in reading and mathematics; teachers who desire tutor assistance; community members able to volunteer.

description

A delivery system of school volunteer services that directly addresses critical learner needs for grades 2-6 in reading and mathematics.

The School Volunteer Development Project includes: (1) an overall plan for a delivery system of volunteer services and the accompanying support materials; (2) recruitment procedures to generate a resource pool of volunteers; (3) training for volunteers and teachers who use these services; and (4) evaluation of each phase of the project, along with an overall evaluation of the system. The system, designed to locate, process, and evaluate volunteer services in Dade County (Florida) Public Schools, is transportable and easily adoptable in either rural or urban settings.

The community is the backbone of the project, with volunteers selected from high school and college students, parents, senior citizens, and community-minded people from business and industry. Orientation and preservice training for volunteers are provided, as well as inservice training for classroom teachers.

This project also has the capability to recruit, train, and place volunteers in classes for the educable/trainable mentally retarded and learning disabled.

The multimedia Starter Kit for the utilization of volunteer services contains two administrative reference books; introductory training materials (two filmstrip/tapes); eight modules with individual cassette directional tapes for the training of volunteers, teachers, and administrators. Three training modules with tapes, a course outline for cross-age tutor-training, and two additional reference books are offered as optional items.

assurances/claims

A pretest/posttest control group design was used to evaluate two specified outcome objectives for reading and mathematics, grades 2-6. Results of data analysis indicate that pupils in grades 2-6 one or more years below national norms who were tutored by project volunteers made significant achievement gains over non-tutored control groups.

implementation requirements

Schools or districts that adopt must appoint someone to coordinate the project (can be an existing staff member or a volunteer), operate the project in at least one school, and evaluate the effect of the project on student achievement. Number of staff will depend upon number of students served.

financial requirements

Based on paid coordinator, the total per pupil cost per school year is $2.25 (31¢ for start-up, 38¢ for management, $1.56 for operation). These costs could be less, however, if the adopting school or district used an existing staff member or volunteer to coordinate the program.

services available

An NDN-funded Developer/Demonstrator project.

Awareness materials are available. Visitors are welcome (two-day sessions held the third Wednesday through Thursday of each month). Training is conducted at the project site. Training is conducted out-of-state. Project staff can attend out-of-state conferences. Costs are negotiated for all services.

contact

Audrey Jackson, Director; School Volunteer Development Project; 1410 NE Second Ave.; Miami, FL 33132. (305) 371-2491.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 75-79 Approved: 12/18/75

Compiled Winter 1977

PROJECT

SDR: Systems Directed Reading

descriptors

Developmental Reading
Diagnostic Teaching
Diagnostic Tests

target audience

Pupils, all ability levels, grades K-6. Complete reading skills program. A reading skills scope and sequence is provided with a pupil-profile card to manage and monitor progress.

description

A program to develop students' (K-6) word attack and reading comprehension skills.

Each student's specific needs are identified by classroom teachers and a reading teacher by the use of criterion-referenced tests and informal inventories. The classroom model uses a differentiated-staffing pattern in which unit leaders direct unit teachers and instructional aides. A non-graded reading format is followed by teachers and assisted by a Skills Bank in each school. EMR (Educable Mentally Retarded) Special Education students are mainstreamed into the regular classrooms for language arts. Aides duplicate the word attack and comprehension exercises from the Skills Bank as needed. Skills groups are formed based on needs of the students. Unit leaders meet regularly with team members to assess pupil progress, plan new skill groups, record progress, and confer with parents. No skill groups function more than 15 days and all pupils are tested monthly with criterion-referenced tests. Pupils move through five word-attack skill levels (A-E) during their K-6 experience.

(This project was originally developed and validated at Baugo Community Schools, Elkhart, Indiana.)

assurances/claims

Evaluation data show that SDR reading procedures have decreased the number of reading problems by 75%.

implementation requirements

Schools must be willing to set aside half an hour a day for word-attack groups. Grouping is done across grade levels. Schools must be willing to involve at least three grade levels.

financial requirements

Diagnostic Criterion-Referenced Test, $100. Pupil Profile Card, 10¢ per student. Four handbooks provided free from SDR Project. No new staffing or equipment required. A wide variety of commercially available materials already found in most classrooms is used.

services available

An NDN-funded Developer/Demonstrator project.

Two days of training available nationally. Follow-up visits and technical help available. Awareness presentations made nationally.

contact

Betty Warner, Project Director; Region 10 Education Service Center; 400 E. Spring Valley Rd.; Richardson, TX 75081. (214) 231-6301, ext. 329.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-83 Approved: 6/6/74

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PROJECT

PROJECT STAY: School to Aid Youth

descriptors

Dropout Prevention
Basic Skills
Counseling

target audience

Grades 1-3. Children enter on screening administered during kindergarten year. They remain in Project STAY one-half day, the regular classroom the other half day.

description

A program providing early identification and treatment of social, emotional, and academic needs of pupils.

Activities are organized and teachers are acquainted with specific instructional patterns to enable pupils to function at levels consistent with their potential. The specific objectives are (1) identification of achievement levels of high-risk pupils; (2) provision for individual instruction in mathematics and reading to correct specific deficiencies; (3) identification of social problems, poor self-concepts, and attitudes of potential dropouts; and (4) provision for information and referral of parents and pupils to various community agencies for help. Counseling sessions offered to parents and teachers create awareness and understanding which help in meeting problems. No one teaching approach is required. All information available regarding the child (from teacher, counselors, test data, etc.) determines approach used. Program designed for each child is given to regular homeroom teacher. Project STAY has used the innovative teaching devices designed by the teachers and has found they are highly successful.

Project STAY was federally funded for three years on July 7, 1971, and is now locally funded by the Moore Public Schools. Awareness packets related to STAY have been mailed to all states, Canada, Virgin Islands, Western Australia, and Puerto Rico; over 3,000 visitors have visited Project STAY.

assurances/claims

Project STAY conducts a yearly evaluation. All students are pre- and posttested on the Stanford Achievement Test and Wide Range Achievement Test. Other tests are administered if needed. Results are available upon request.

implementation requirements

Adopter identifies high-risk kindergarten children to receive special services during first year of school. Inservice staff and first grade teachers secure materials. Space required is determined by pupil enrollment. Program may be used in one classroom (30 children) or by an entire school district.

financial requirements

Cost of program is approximately $40,000 for a regular elementary school. Actual cost per pupil during three years of federal funding was $612.33.

services available

No special network funding supports this project's dissemination efforts.

Awareness materials (including Project STAY slides) are available. Visitors are welcome by appointment. Training is conducted at the project site. Training is conducted out-of-state. Project staff may be able to attend some out-of-state conferences.

contact

Pat Ross, Project Director; Project STAY; Moore Public Schools; 400 N. Chestnut; Moore, OK 73160. (405) 794-8282.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 43 Approved: 4/9/73

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PROJECT STRATEGIES IN EARLY CHILDHOOD EDUCATION

descriptors

Developmental Program
Sequential Learning
Diagnostic Teaching

target audience

All students ages 4-8. Program materials are sequential.

description

A continuous growth program bridging the gap between preschool, kindergarten, and first grade.

The concepts of the project are: (1) A child must have basic processes developed to a certain level before terminal objectives such as reading and math can be taught effectively and meaningfully. Failure to take into account developmental issues results in failure and/or nonmeaningful rote learning. (2) There must be an assessment of where the child is developmentally in terms of learning processes and structural analysis. (3) Once an assessment is made, an educational program based upon the pupil's strengths must be outlined in each skill area. This program must utilize the child's mode and rate of learning, so that continuous progress is realized.

Based upon these concepts, the project includes the following components: (1) a model, including the structural, functional, behavioral, and environmental components of children as they develop from age four to about age eight; (2) a chart of learning objectives as related to the model; (3) a screening manual and a pupil edition; (4) a class record chart on which to chart each student's starting point, as indicated by the screening, and to chart continuous progress of each pupil; (5) a prescription guide which includes each educational objective, as stated on the scope and sequence chart, and a list of activities for each objective to assist the teacher in providing appropriate learning experiences for each pupil.

Program objectives are developmentally outlined, and activities and learning centers are established to develop auditory, visual, motor, and verbal language skills leading to reading, math, and language development.

assurances/claims

A series of comprehensive evaluation reports indicate that project objectives were met, along with increased standardized test scores for project kindergarten and first grade children. The project was validated over a three-year period in five participating school districts.

implementation requirements

Steps for adoption include an awareness session and training sessions for philosophical issues, screening, instructional methodology, monitoring, and evaluation. The program may be implemented by a classroom or by a district. Training usually begins with a two-day workshop with periodic follow-up sessions at varying intervals. The training sequence is flexible in order to fit needs of adopters. Regular and classroom instruction equipment is adapted to project objectives. The project does not require additional staff, though it is helpful to have a teacher aide or parent volunteer to assist in initial stages.

financial requirements

Materials: Project overview booklet, no charge; criterion-referenced screening instrument, $2.25; pupil edition, 50¢; chart of sequenced objectives, 25¢; class record chart, 25¢; prescription guide, $4.75. When funding is available through NDN, cost to adopting district will be cost incurred while project staff is on-site.

services available

An NDN funded Developer/Demonstrator project.

Awareness and training materials are available. Visitors welcome by appointment. Consultations for awareness and training session are available.

contact Robert Schramm, Project Director; 908 West Main St., Waupun, WI 53963. (414) 324-4461.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-75 Approved: 5/29/74

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PROJECT VOCATIONAL READING POWER (VRP)

descriptors

Developmental Reading
Inservice Teacher Education
Vocational Education

target audience

A staff development project originally approved by the JDRP for secondary vocational programs whose students represented a broad range of ethnic and socioeconomic backgrounds. VRP has since been successfully adapted at the post-secondary level and in junior and senior high nonvocational settings. Staff need no prior formal training in teaching reading.

description

A teacher-oriented program for reading development in junior and senior high vocational and nonvocational classes.

The goals of this project are: to narrow the gap between student reading ability and the skill level required to read printed instructional materials; to help teachers make appropriate selections of printed materials and plan reading-related activities appropriate for the abilities of their students; to train every teacher as a reading teacher regardless of their discipline. The project has attempted to reach these goals through development of teacher-training materials and vocational student reading-support materials.

The program consists of six components: Testing -- The purpose of this component is to train teachers to use many different tools to assess the reading abilities of their students. Readability Analysis -- Training provides teachers with the knowledge and tools to analyze the reading levels of their textbooks and apply this knowledge in making textbook selection and/or modification. Reading in the Content Area Modules -- Fifteen modules on teaching reading in the content areas. Each module contains an activity manual, specific commercial texts, and articles related to the topic. The modules which are designed to be used in group or individual inservice provide basic strategies and procedures that can be incorporated into any classroom curriculum. Occupationally Specific Key Word Glossaries -- Practical vocabulary activities the teacher may incorporate into the total curriculum are the focus of this component. In addition, project-developed vocational-student reading-support materials in the form of 32 Occupationally Specific Key Word Glossaries are available. Teacher Survey -- This component provides an instrument which can be utilized to assess the training needs of teachers within a district. The results of a survey of this nature provide direction for district-wide reading inservice. Vocational Instructional Materials System -- This component involves the development of a resource bank which provides teachers with ready access to a wide variety of instructional materials in their field.

(VRP was originally developed at the Oakland Schools, Pontiac, Michigan, and visitors are still welcome at that site. In May, 1977, the Developer/Demonstrator function for the project was transferred to The EXCHANGE at the Minneapolis Public Schools/University of Minnesota Teacher Center and the Minnesota Instructional Materials Center.)

assurances/claims

Student evaluation data indicates general reading improvement as well as growth in knowledge of occupationally specific language. Tests: Gates McGinitie, Survey F; Occupationally Specific Vocabulary Indices. Teacher evaluation data demonstrated growth of teacher attitudes and knowledge of text utilization and reading-related activities. Tests: RCA modules' pre-post teacher training tests.

implementation requirements

A minimum of one staff person with a background in curriculum development and/or reading to act as director/coordinator on a part-time basis. Involvement of administrators, content area instructors, and reading consultants, if any. An adopter may choose not to implement one or more of the components. A minimum of two components must be adopted and four is strongly recommended. Once a district completes a training and implementation plan, the D/D can provide a training workshop. The training workshops will be 1-4 days, depending upon the components the district adopts/adapts.

financial requirements

Staff development time must be provided. No new equipment or staff are required. Key Word Glossaries are available at $2.50 each or $45 per set of 32. Adopters of this component may purchase glossaries for each student or one or two per classroom. Adopters of this component will typically purchase a minimum of five modules and a maximum of one complete set. Cost of individual Reading in the Content Area modules varies: entire set of 15 -- under $400.

services available

An NDN-funded Developer/Demonstrator project.

Awareness brochures and an audio-visual presentation describing VRP are available. The A-V presentation is available for loan or purchase ($15) in either slide/tape or filmstrip/tape form. The D/D can provide half-day or full-day pre-adoption workshops for schools who are seriously considering VRP adoption. Half of the D/D's travel costs for these workshops must be reimbursed. Once a school completes an implementation and training plan, the D/D can provide a training workshop. All D/D travel costs for this workshop must be reimbursed and training manuals must be purchased at $2 each. The D/D will also provide telephone assistance as required.

contact

Eileen Ostergaard; Minnesota Instructional Materials Center; 3554 White Bear Ave.; White Bear Lake, MN 55110. (612) 770-3943.

Developmental Funding: USOE ESEA Title III USOE JDRP No. 74-45 Approved: 5/14-15/74

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PROJECT TRAINING MIGRANT PARAPROFESSIONALS

descriptors

Paraprofessional School Personnel
Bilingual Education
Individualized Instruction

target audience

Training is directed at bilingual adult paraprofessionals with a high school education or the near equivalent who will be teaching small groups of children. Oral language component serves preschool age through first grade. Reading and math component age four through third grade. Academic preschool component age 3-5.

description

Training system to prepare bilingual adults to teach reading, math, and oral Spanish and English to preschool-age through third-grade children.

Although this developer program is oriented toward migrants, it can be used with any bilingual population if bilingual paraprofessionals do the actual teaching. The training and monitoring system relates only to the teaching skills used in the structured, mostly programmed component curriculum materials. Components (listed below) can be adopted separately.

There are two series of training instruments: one to train trainers (professional staff) in how to use the other series which they then use to train paraprofessional teachers. Both series use observation forms to record actual training/teaching behaviors with criterion performance levels. The monitoring system includes observation forms used to check maintenance of teaching behaviors, and measures adequacy of children's progress through curriculum mastery tests.

Language Component: In English, uses SRA DISTAR Language I and II (Science Research Associates, Inc.). Level I was translated into Spanish for the project by Bilingual Mini Schools, which is now making the Spanish edition available (at cost) for dissemination to other sites.

Reading Component: In English, uses Phonics Primer (Student Behavior Lab) followed by Sullivan Programmed Reading series (McGraw-Hill). In Spanish, uses project-developed primer Comenzando a Leer to prepare children to work in Aprendiendo a Leer (Behavior Research Labs).

Math Component: Uses Singer Sets and Numbers (Random House) with project adaptation.

Academic Preschool Component: Uses project-developed pre-DISTAR language (Spanish and English), pre-math (Spanish and English), and cultural activities; the Univ. of Kansas Follow Through handwriting levels; and reading primers and English and Spanish DISTAR identified above.

assurances/claims

Oct. 1977 evaluation: After 200 days, project children showed significant superiority to a project norm group of the same age in Spanish and English vocabulary, math, English, reading, preschool concepts, handwriting, and cultural knowledge. Tests: PPVT, WRAT, Preschool Inventory, BMHS Test of Cultural Concepts.

implementation requirements

Adopter site must purchase curriculum materials for component it wishes to adopt, and must assign a staff person as a trainer. This person must have adequate time away from other responsibilities. System also requires a paraprofessional tester to give mastery tests. The trainer must participate in training provided by the developer site in the use of the training intruments and monitoring system. (No charge for training.) Developer offers follow-up site visits and evaluation services to adopter on optional basis, adopter to pay costs.

financial requirements

Spanish DISTAR I (Bilingual Mini-Schools Pub.), $115 per set. Comenzando a Leer, $25; training instruments approx. $10 per paraprofessional, per subject area. For other prices, request project price list. Paraprofessionals teach six children per group; can teach multiple groups during day depending on number of subjects adopted. Trainer can supervise 6-10 paraprofessionals.

services available

An NDN-funded Developer/Demonstrator project.

Developer site plans one-week workshops in Feb. 1978 to train adopter-site personnel in use of training and monitoring system for language component. (One to be held at Moses Lake, Wash.; another at Grulla, Tex.) At each site during March 1978, one-day awareness sessions will be held for projects considering adoption of math, reading, or academic preschool components. (Developer charge only for materials in training workshops.) Language component ready for immediate adoption. Other workshops or awareness sessions to be based on demand.

contact

Beverly McConnell, Dissemination Coordinator; Training Migrant Paraprofessional ; N.E. 425 Maple; Pullman, WA 99163. (509) 332-5439.

Developmental Funding: USOE ESEA Titles I and VII, and OCD USOE JDRP No. 48 Approved: 4/9/73

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